

# THE AMERICAN PSYCHOLOGIST

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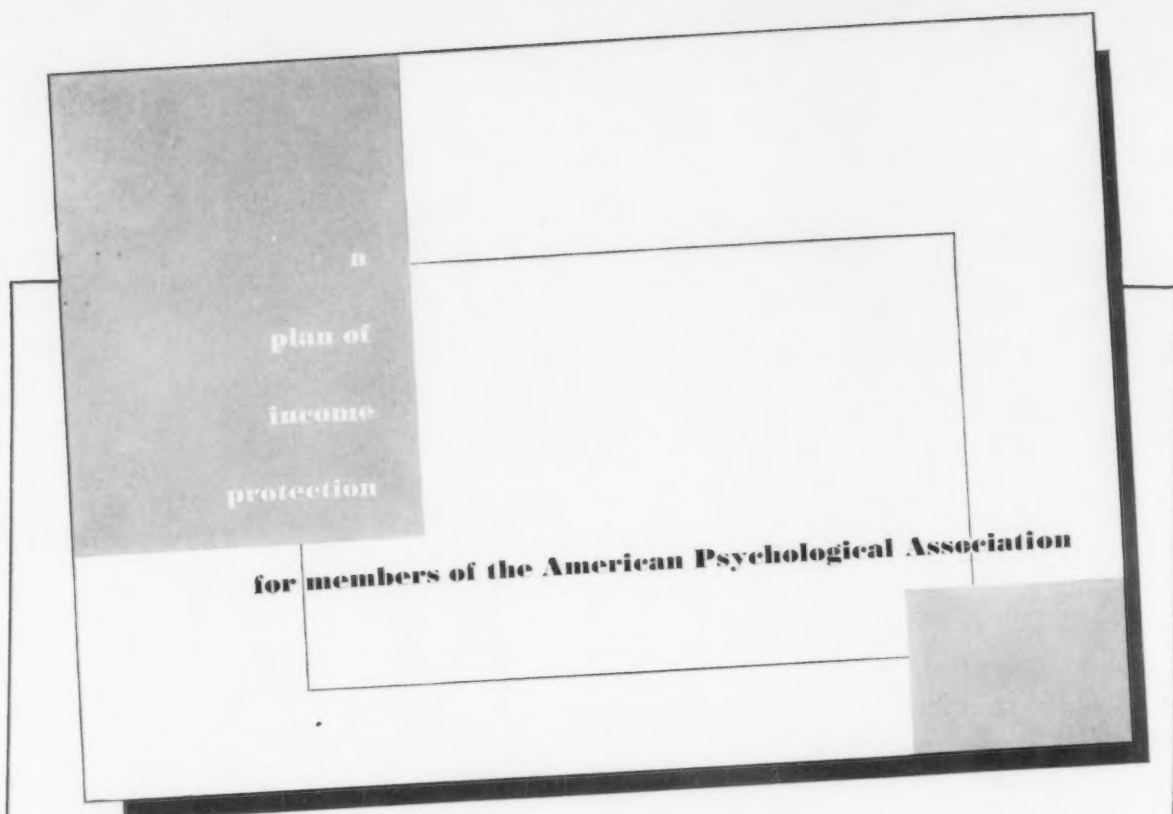


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# THE AMERICAN PSYCHOLOGIST

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Volume 11

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# PSYCHOLOGY, LAW, AND THE EXPERT WITNESS<sup>1</sup>

WILLIAM SCHOFIELD

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THE following remarks have been stimulated by recent professional experiences of the writer and by the limited treatment of a very specialized area of psychological application in the *Ethical Standards of Psychologists* (2), namely the role and responsibility of the psychologist as a source of expert testimony in a court of law.

It is generally accepted that in cases involving legal commitment of persons to institutions for the mentally deficient and, to a lesser extent, to institutions for the mentally ill, the opinion of one or more duly licensed physicians is to be supported by the findings of tests and examinations administered by a properly qualified psychologist. Where questions of mental deficiency are before the court, the validity and pertinence of the psychologist's tests of intelligence are so well known and accepted that the results of psychological examination play a major role in the formation of the physician's opinion, even though the psychologist may not be called upon for direct testimony. In questions of "competence" or "restoration to capacity" as legally defined, the role of the psychologist and his instruments is less well established, although his intelligence tests would appear to have as much pertinence here as in the ascertainment of amentia. Finally, in those cases involving questions of mental illness in a broad sense, there would appear as yet to be little in the way of precedent or statute to determine the appropriate role of the psychologist or his status as an expert.

It is not the burden of this paper to argue that laws should be amended to provide formal recognition of the legal status of the psychologist as an expert in the broad areas of human behavior. Rather, this paper stems from a recognition that psychology is occasionally called upon to serve the courts in increasingly diverse and appropriate ways

and that there will be growing demand for the assistance of professional psychologists. In particular, it seems likely that psychologists will find increasing call to examine the major parties in compensation litigation involving head trauma and in cases in which there is a plea of insanity. It seems desirable to anticipate, if we can, society's demands in the area of law and thus to be prepared to conduct ourselves well and to communicate our knowledge adequately.

## THE PSYCHOLOGY OF THE COURTROOM

The psychologist who has not yet been called on for expert testimony may benefit from some preview of the distresses to which he is potentially a victim in the courtroom. Broadly, these fall into two categories. There are, first, those sources of stress which reside in the general nature of court procedure. Secondly, there are special stresses which inhere in the present position of psychologists as experts and their uncertain status relative to physicians.

The average person of our culture has had innumerable exposures to the stereotypes of the trial process, e.g., that witnesses are variously subjected to verbal seduction, insult, or assault; that opposing attorneys are periodically at the edge of physical violence; that the judge seems less protective of the welfare of witnesses or concerned for the deportment of the contending parties than he is for strict adherence to protocol; and that the "twelve good men and true" can be swung or hung by a specious albeit adroit maneuver of one or the other counsel.

These hackneyed formulas for courtroom drama do have a core of truth. If the psychologist does not know this and if he enters court in the belief that his status as an expert will assure his being treated like a fountainhead of distilled truth and unquestionable fact, he may be due for a considerable shock. The emotional trauma of finding himself suddenly and without any forewarning treated as if he were at best well-meaning but bumbling and at worst incompetent may so disrupt the ex-

<sup>1</sup> The writer wishes to acknowledge the contribution to this paper of several extended, informal "debates" with members of the Department of Psychiatry and Division of Clinical Psychology of the Medical School. He is particularly indebted to Professor Monrad G. Paulsen of the Law School for a critical review of the manuscript.

pert's smoothly preconceived train of deposition and may so arouse his very personal defenses that his testimony loses any prestige it might have had and his value as a witness evaporates.

Experienced attorneys are applied psychologists in their own right. They are skilled in interrogation and cross-examination. In the proper pursuit of their duties they must not leave any pertinent question unasked, any source of doubt unplumbed. They properly assume responsibility for establishing that an expert is giving objective evidence stemming from his specialized skill and knowledge and that he is unbiased and impersonal in his testimony. The readiness with which the expert can be put on the defensive concerning his qualifications or the accuracy of his data and the quickness with which he can be led to exaggerated statements which he must later retract are good measures of the degree of his impersonal objectivity. If the attorney can in any way establish that the expert witness has become personally involved, that he has obviously selected, distorted, or extrapolated his data so as to support or deny the point in dispute, he can reduce greatly his influence on the jury.

Although the attorneys may have little inclination toward direct or subtle abuse of witnesses and although they may accord the expert an appropriate degree of respect, he is not assured freedom from the disrupting effects of emotional stress. There is something in the very nature of a court trial that arouses the adrenals! There is an issue at stake, there is a question under debate, there is a case to be won or lost. There are sides and a judge, there are scorekeepers (twelve in number!) and points to be made.

For anyone who has participated in or observed a major trial, there is an inevitable and appropriate analogy. The expert waits his turn to come to bat. Will he be thrown a curve? Will he strike out? Will he disqualify himself through a display of temper? Or, will he score a hit? He is immersed in the atmosphere of a game. He would have to be superhuman not to become a participant in the fullest sense of the word—to become identified with one of the sides, to want that side to score points and the other side not to, to want "his" side to win. Thus motivated, and if quite unaware that he has become a player, he may become guilty of distortions in his testimony which, discovered by the opposition or not, serve potentially to frustrate the process of justice and to degrade the profession he represents.

In a maneuver designed to avoid some of these possible dangers, experts occasionally seek to formalize an impartial role by requesting appointment as *amicus curiae*, responsible primarily to the court and the judge and hence supposedly better able to make simple, objective statements of their findings. Thus, as "friend of the court" they hope to avoid becoming enmeshed in the legal tussle. It is perhaps generally desirable for members of specialized professions such as psychology to seek this role whenever possible; the status of *amicus curiae* not only enhances the impartiality of the expert but induces a greater degree of respect for the profession he represents than may be the case when he is easily identified as a combatant. However, it would be extremely naive for any psychologist or other expert to expect that the role of witness for the court would solve the problems raised above. As far as prosecution and defense attorneys are concerned, there is no closed season on *amicus curiae*! Furthermore, the findings of such a formally impartial witness are, in all likelihood, to be found more congenial to the case of one of the parties than to the other and consequently to be by one side emphasized and by the other attacked. In defending his own very objective findings against the critical attacks of one of the contending parties, the expert will likely become less and less identified with the court and an abstracted justice and more and more identified with the party whose position is supported by his data.

During a trial an attorney may engage in an obvious but indirect attempt to question a psychologist's qualifications and competence and to suggest doubts to the jury by addressing him always as "Mister," in marked contrast to the consistent and appropriate use of the title "Doctor" by all other court personnel, including the judge.<sup>2</sup> The psychologist need not rise to this bait. If, however, through motives of personal defense or through vague insecurities for the status of his profession he takes issue with what he may perceive as an

<sup>2</sup> It is possible that the lawyer simply may be expressing a stereotype shared by many lay persons, i.e., that the term "doctor" arose with the profession of medicine and is historically synonymous with physician. In view of the many times greater appearance of the title "doctor" in a medical context than in any other, it is not surprising that the average citizen of today is misinformed as to the origin of this title, does not know that "doctor" derived from the Latin *docere*, to teach, and that as a title indicating advanced study in a learned field it was conferred on scholars long before medicine became a formal discipline.

insult, the attorney is provided with excellent opportunity to impress the jury with the witness' attempt to purloin the supposed prerogatives of the medical profession and with his greater concern for personal status than for the issues of the trial!

During a trial the psychologist may be asked in direct examination for his opinion concerning the state of mind of the defendant. As part of this opinion, the psychologist may express the judgment that the defendant is "not insane." At this point the defense attorney very likely would object that the witness was not qualified to render an opinion as to the sanity of the defendant, since such opinions could only be given by a physician. It would be correct for the judge to sustain the objection. He would instruct the jury to disregard *that portion* of the psychologist's statement in which the opinion "not insane" was given.

This is a particularly pertinent example of a common element of courtroom psychology! The psychologist's opinion about the defendant's mental condition may be a lengthy statement including observations that the defendant, in handling various psychological examinations, had demonstrated that he saw the world about him as most people did and that he was capable of responding to it as most people did, that he could comprehend instructions and carry them out accurately, that he was in full command of a superior general intelligence, and that he revealed no gross abnormalities in his thinking processes or emotional responsiveness. It is at the end of such observations that the psychologist might state the summarizing opinion that the defendant was not suffering psychosis or insanity. In effect, the judge (with legal correctness) instructs the jury to disregard the expert witness' interpretation of his findings but not the specific factual observations on which that interpretation was based.

A psychologist may feel high dudgeon at, first, the nonsense of a law which makes a "pill pusher" rather than a "student of the mind" the final arbiter in questions of insanity and, second, the seeming absurdity of permitting an expert to state that a person had passed all the operational tests for *mens sana* while not permitting him to state the logical inference from such operationally defined "successes"! The courtroom is not the place to lobby for revisions of the legal code. Furthermore, and to the everlasting comfort of experts who may feel that the letter of the law puts serious limitations on their abilities to contribute valid opinions, the frequent instructions to the jury to "disregard

thus-and-so" serve only the mnemonic function of giving vividness to the memory trace the jurors are requested to erase!

It is generally ineffectual, inappropriate, and psychologically nonstrategic for the psychologist directly to defend his profession and to attack the existing legal prescriptions in such situations. Also it may prove unnecessary. Opportunities for the expert to convey the nature and extent of his special techniques and the results of his studies may come from unexpected quarters, such as the cross-examination, and he will do well not to be unduly expansive in reviewing his qualifications or aggressive in presenting his data.

Complete objectivity and freedom from any bias is an ideal impossible of attainment even in the absence of the powerful emotional appeals of the courtroom. However, insight does improve adjustment! Forewarned is forearmed, and to have some anticipation of the directions of possible assaults (and seductions) enhances the likelihood that the individual's behavior will be mediated by more than his autonomic nervous system and his hypothalamus! By developing a sophisticated awareness of the psychology of the courtroom, the psychologist may comport himself so as both to make his testimony maximally objective, factual, and pertinent, and also to earn the respect of society for his profession.

#### THE LANGUAGE OF TESTIMONY

The person who is giving testimony in a court of law is engaged in a special form of communication, but general principles governing adequate communication apply to testimony without any special revision. Obviously it is important that an expert witness state the facts as clearly as possible. Clearness in this sense is measurable in terms of the amount of information received and comprehended by the listeners, particularly the jury. In addition to clear statement of his procedures and findings, it is equally incumbent upon the expert to state his interpretation of those findings, i.e., his opinion, in a clear form. Satisfactory achievement of these requirements of the communication process demands that the expert adapt his terminology and his grammar to the level of the average lay person. In anticipation of his actual appearance on the stand, the expert should review carefully the nature of his diagnostic studies or other investigation and the essential facts derived from them. He



should practice several possible phrasings in an attempt to find vocabulary and grammar optimally simple and direct. For example, what better statement of the essential meaning of a defendant's "superior intelligence" can there be than to review the nature of the questions and problems on which he achieved his score, pointing out that his superiority is with respect to matters of general information, comprehension of socially appropriate behaviors and general facts of the physical environment, arithmetic ability, ability to detect logical relationships among separate parts, etc.

The psychologist in court may seek to achieve prestige through the use of extremely complicated and technical terminology. This seems less likely to have the desired effect of giving him a position of respect in the eyes of the jurors than it is to cause them to reject his testimony as so much gibberish.

#### THE LOGIC OF TESTIMONY

A staff of psychiatrists, psychologists, and social workers was recently requested by the court to examine and evaluate a confessed murderer. The court, through the office of the judge, presented the examiners with two questions. First, what was the current mental condition of the defendant with specific reference to his ability (*a*) to comprehend the nature of the legal action which might be taken against him, and (*b*) to defend himself properly in such proceedings? Second, what was the nature of his mental condition during the time of commitment of the confessed homicide? The psychiatric staff had little trouble in reaching agreement relative to the first question; and in this particular instance it was readily agreed that the defendant, at the time of his psychiatric study and psychological testing, was not suffering from any emotional or mental disturbance which would make him incompetent in his own defense. With respect to the second question, however, a considerable controversy developed. As it developed, this was not a controversy which rested exclusively or even primarily on conflicting data and inherent difficulties of arriving at a reasonable clinical impression of the defendant's mental condition at the time of the murder, but rather it was a controversy which seemingly arose (*a*) partly out of misunderstandings concerning the nature of opinion and the role of such opinion in the total legal process, (*b*) partly out of anticipation of the attacks which might be made on specific opinions, and (*c*) partly out of a conflict en-

gendered by realization of the possible end effects of certain specific opinions.

In essence, the law required that a statement be made on the basis of *present* observations of the defendant concerning his mental condition at some given time in the *past* when he was not directly observed by the individuals called on for the present opinion and when the only basis of that opinion was certain more or less well-established facts concerning his gross behavior. In part, some members of the investigating staff rejected the task of providing the opinion requested by the court on the grounds of insufficient evidence of the sort required to arrive at a reasonable opinion. It was apparent, however, that other psychiatrists and psychologists wished to reject the task of giving an opinion with the argument that it was logically inappropriate. These persons said, correctly, that they could not say what the defendant's mental state *was* because they could not *know now* what the defendant's mental state had been. In this dilemma there seemed to be a failure to recognize that the law requests not a statement of fact but an opinion, and there seemed further to be some misconception of the possible distinctions between fact and opinion. It would be helpful to potential experts faced with requests to testify in similar cases to understand correctly the nature of opinion.

An opinion is a state of information intermediate to ignorance and omniscience. An opinion is essentially a statement of probability. If one *knows*, it is not necessary to have an opinion. An opinion is a statement of some degree of conviction in the absence of certainty. The degree of conviction is based upon an appraisal of probability. If an opinion is appreciated as a probability statement, it is no more inappropriate for a psychologist or a psychiatrist to have an opinion concerning the probable state of an individual's psyche at some given time in the past than it is for him to have an opinion that an individual is, at the time of direct examination, a schizophrenic. In this sense, any diagnosis of a so-called functional psychosis is equally an opinion, i.e., a statement of probability, not a statement of fact. It is an opinion in the sense that the only available test of its correctness or factualness rests in frequency of agreement among comparable experts.<sup>3</sup>

<sup>3</sup> It should be understood that the concept of probability as attached to an opinion concerning the condition of an individual at some time in the past should not be read that he "probably was" or "probably was not" psychotic (or



To some extent also the proposal of certain of the examiners that they would meet the question of the defendant's mental condition at the time of the criminal act by a statement of "no opinion" was due to their concern for the degree to which the positive statement of an opinion, because of the incompleteness of the data necessary to support such an opinion, would open them to ridicule within or without the courtroom. The expert needs to recognize that *all* opinions are subject to ridicule if the controverting parties choose to resort to ridicule! Susceptibility to ridicule is a function of the degree to which the expert is ignorant of the nature of opinion, has inadequate bases for his opinion, fails to perceive that the nature of the question permits only of opinion, or makes a fatuous effort to elevate his opinion to the status of fact!

To attempt to take a position of "no opinion" leaves the expert equally open to highly critical cross-examination and exposed to implications of foolishness. Given the question and *any* amount of pertinent data, an opinion—an implicit statement of the form, "It is (more or less) likely that condition X obtained"—is formed. Lawyers, judges, and jurors are sufficiently wise psychologically to appreciate this and not to accept, regardless of the motives involved, a statement of "no opinion." With strict attention to psychological honesty, professional integrity, and social responsibility, the best that can be achieved by an expert witness disturbed by the "impossibility" of this kind of legal

sane). Obviously, he was one or the other and there is no probability attached to his condition. The probability attaches to the frequency with which individuals, sharing all of the known properties and manifesting all of the observed variables of the case in question, upon direct and operationally acceptable examination, would prove to be classed as responsible or irresponsible in the legal sense. In this context it is pertinent to note that those major psychiatric conditions that are frequently associated with the commission of crimes are generally considered to have a duration considerably in excess of a few hours. When diagnosed, psychoses are considered to have antedated, coexisted with, and postdated the criminal behavior. Likewise, psychological normality is conceived to be generally persistent rather than transitory. Accordingly, the usual proximity of the time of examination of a defendant to the time of the crime enhances opinion based on the general principle that at any given time in the recent past the defendant most likely was as he is. It is not simply legalistic abhorrence for technical loopholes nor merely society's concern for protection but extensive clinical psychiatric experience as well which has led to a general skepticism concerning the momentary psychotic state.

question is a statement of his carefully considered opinion, accompanied by a statement of his relative conviction as to the correctness of his opinion—in other words, his reading of the probabilities.

#### PROFESSIONAL ETHIC AND SOCIAL WELFARE

There has been suggested above one example of a type of inconsistency or illogicality in social process that arises out of a discrepancy between, on the one hand, tests of personal, legal responsibility and, on the other hand, the rapidly developing diagnostic and prognostic techniques and broadly social orientations of psychiatry and psychology. There are undoubtedly other comparable examples of disparities which engender conflict in the scientific expert when he seeks to accept a basically appropriate role, both as an expert and as a citizen, in the solution of legal issues.

In the example above, the court requested an evaluation, specifically a *postdiction*, concerning the quality of mental life of an individual at a given instant, literally, in his history. In addition to conflict generated by the apparent unreasonableness of the legal use of the concept of responsibility, certain experts admitted they wanted to avoid making themselves and their opinions vulnerable to question and ridicule.

Finally, and most significantly, certain of the professional persons reviewing the case expressed the thought that their stated opinion should reflect not simply the legal questions and their evaluation of the pertinent data but should be directed also by considerations of how they would wish the jury to be influenced. Specifically, with respect to the general findings in examination of the murderer in question and with respect to the implications of those findings, they were concerned that to state an honest opinion, namely that the prisoner was responsible for his crime, might contribute to a jury decision which would be inconsonant with the expert's predictions as to that disposition of the defendant which would best serve the long-term interests of society. It was suggested accordingly that *if* the defendant was seen as potentially dangerous, the expert's responsibility to the welfare of society both justified and demanded that he express an opinion designed to increase the probability that the court would dispose of the confessed murderer to a maximum security, maximum retention facility, prison or asylum as the case might be. In other words, the expert's opinion re the

legal test would be determined by his appraisal of the relative security risks involved in the defendant's retention in either the available prison or asylum, and not by consideration of whether the defendant was a criminal or a mentally sick person as defined by law, a person to be incarcerated or to be treated. The implications of this latter stand with respect to the role of the psychologist or psychiatrist as a court witness are far-reaching and serious.

This approach to those questions of the court which are *assumed* to be crucial in determining jury decision and court action seems to overlook the extensive opportunities ordinarily available to the expert to express clinical observations and evaluations which may ameliorate the possible categorical effects of his specifically elicited opinions as to "sanity" or "lunacy." The assumption of a need to fudge in rendering the required critical opinions further overlooks the possibility that by conscientious provision for pretrial conferences with the pertinent legal personnel, the expert can indicate the questions and lines of examination which, during the trial, will disclose socially useful information.

The expert testifies under oath. Psychologically it is obvious that the oath serves the purpose of preparing the witness to testify by reminding him of the solemnness of the occasion, of the serious import of what he is to say, and, by its very ritualistic quality, of the distinctly social nature and goal of his activity. For any witness, so prepared, to manipulate his testimony deliberately—through selection, exaggeration, deletion, or diminution—constitutes perjury. For the expert witness to distort his testimony insofar as it clearly may involve violation of the ethics of his profession constitutes an additional perjury.

To seek to avoid responsibility, to seek to avoid ridicule, or to seek to assure the court's decision by a claim of "no opinion" when such a claim is a psychological impossibility and when, in fact, definite opinion does exist, is to be guilty of a subtle perjury. The subtlety of such a disregard for social responsibilities makes it no lesser perjury!

In view of the problems involved in arriving at the kind of opinion which has been considered, in view of the perhaps small conviction with which such opinion might be rendered, and in view of the 50-50 chance of the opinion being contrary to the fact, it easily seems the lesser of two evils to state "no opinion" in place of a logically tenuous and

possibly erroneous opinion. But the lesser of two evils is still an evil!

The written law frames questions of an inherently psychological nature in language that may appear psychologically primitive. Also, law provides for the disposition of cases in a categorical fashion; such disposition may do great violence to existing psychological knowledge concerning probabilities of rehabilitation or recidivism. The courts appropriately request the assistance of the modern expert in psychiatry and psychology in the evaluation of the mental and emotional condition of defendants, but they require these experts to force their opinions and their data into the seemingly crude conceptual framework of law. From these anachronisms stem the conflicts, the misapprehensions, the ambivalences, and the temptations to distortion which have been reviewed. What recourses are open to the expert?

Recognizing the disturbing discrepancies between the modern science of human behavior and the relatively fixed and archaic "psychology" of law, the psychologist can determine to hold himself aloof from the courts, to be at best a reluctant and infrequent witness. Clearly, social progress in the area of jurisprudence which would result from active, conscientious communication between law and psychology would not be served by such an attempted solution.

The expert can examine and testify, but he can then attempt to interfere with the customary course of the law by limiting the area or extent of his testimony in court. He can, on the witness stand, refuse to entertain those questions which on logical or other grounds he considers to be inappropriate or anomalous to his science. He can do this subtly, and with minimal risk of detection of the little perjury involved, by claiming "no opinion." He is, in this approach to the resolution of the conflict between "old law" and "new psychology," opening himself to the creeping, corrosive action of personal faithlessness and social irresponsibility; and he is, in addition, submitting his profession to the risk of rejection by a society which seeks enlightenment and abhors chicanery. Clearly, by this approach to the problems of the expert witness one does not contribute to the process of mutual education.

With still more active acceptance of the role of the expert to the court of law, the psychologist can disregard the formal problems presented to him; he can disregard the essential findings of his specialized clinical examinations; he can replace the

questions asked by the court by a question of his own which simulates the pervasive social consciousness of the court. He can ask, "What disposition of this case, as seen from the sophisticated advantage of my expert knowledge, would be best for my friends and neighbors?"; and he can testify so as to communicate his answer to that unasked question. It is pertinent to note that the specialist who assumes this omniscience may be the one who, on a technical question, pleads "no opinion." It is also pertinent to note the shift in responsibility emphasized by the expert who, in many other contexts, would defend his professional stands by reference to primary responsibility to the patient (defendant)!

Clearly such an attempt at circumvention of the social purposes of the court accomplishes no reduction of the hiatus which exists between legal concepts of responsibility and psychological notions of determined behavior. Clearly such an approach to the task of expert testimony violates both professional ethic and social responsibility, if indeed these are distinct. Clearly it makes no contribution to mutual education of judges, lawyers, and behavioral scientists and no contribution to the enlightenment of society. Quite apart from these issues it would be difficult to demonstrate that either psychiatry or psychology presently have sufficient knowledge or skill to justify assumption of the role of exclusive arbiter of such questions!

In retrospect and with the opportunity for longer looks at the basic issues involved, it becomes possible to suggest more positive attitudes. The basic problem is one of education leading to mutual respect and understanding. It is easy for psychologists and psychiatrists to agree that lawyers and judges would profit if they had some exposure to and appreciation of modern psychiatric thought. It is readily agreed that certain legal problems would permit of more reasonable solution if law could be revised so as to be psychologically informed and reasonably adjusted to established facts of behavioral science. It is reluctantly that psychiatrists and psychologists admit that their contributions as expert witnesses might be enhanced if they had some sophistication in jurisprudence and the philosophy of law. Psychiatrists and psychologists alike stand in sore need of tuition with respect to the nature of the court as a social institution and with respect to the history and intent of specific laws.

It seems obvious that a process of mutual edu-

cation between psychiatry and law, if it is to be education and not propaganda, must occur extra-court and intertrial. Effective and enduring professional enlightenment can rarely be achieved in the hurried pace and heated combat of the courtroom. Rather, the particular cases which take the psychologist or psychiatrist to court should serve to remind him of the difficult problems in the broad field of forensic psychiatry and should motivate him to seek contact with his campus or community colleagues in the legal profession—to learn and to teach, to enlighten and be enlightened—so that the contributions of both professions to the social problems of the day may be augmented.

Nothing in these remarks should be construed to suggest that the psychologist should assume a completely passive attitude with respect to legal questions. Quite the contrary. The general responsibility of psychology to society entails efforts to bring legal practice into line with facts derived from the scientific investigation of behavior—normal, criminal, and insane. These efforts should be *direct* and *continuous*. Psychologists should be alert to all opportunities to participate in reviews of legal concepts and procedures which have bearing on principles of psychology, and they should actively urge revision of those practices which are psychologically obsolete. Within the courtroom, as expert witnesses in specific trials, they should strive for complete honesty in the presentation of their opinions; they should not attempt to circumvent existing legal practices by distortion of testimony.

It is hoped that the situations which have been reviewed will encourage foresight and forethought so that psychologists may accept the responsibilities of expert witnesses prepared to testify intelligently and intelligibly, with personal and professional integrity—free of discrediting displays of oligophrenia or omniscience.

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# THE PSYCHOLOGIST AS AN EXPERT WITNESS IN COURT<sup>1</sup>

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AN important problem in psychology today is the legal status of the psychologist and his relationship to the courts; and of special importance is the position of the psychologist as an expert witness in both criminal and civil court cases. The use of the expert witness is a fairly modern innovation in the field of legal evidence. This fact is especially true concerning the psychologist inasmuch as the first use of a psychologist as an expert in any type of case appears to have been in 1911 when Karl Marbe, a professor of psychology in Germany, offered to explain, in a civil action, a train wreck by means of a reaction experiment. Since that time psychologists have served as expert witnesses in legal cases but the status of the psychological testimony has remained unclear.

Federal and state courts generally follow very much the same idea of what constitutes an expert witness. In the federal court case, *Bratt et al. v. Western Air Lines* (3), a definition of an expert witness was given as follows:

A witness is an expert and is qualified to give expert testimony if the judge finds that to perceive, know or understand the matter concerning which the witness is to testify, requires special knowledge, skill, experience, or training and that the witness has the requisite special knowledge, skill, experience or training. Whether a witness called to testify to any matter of opinion has such qualifications and knowledge as to make his testimony admissible is a preliminary question for the judge presiding at the trial, and his decision of it is conclusive unless clearly shown to be erroneous as a matter of law.

A summary of the qualifications of an expert witness is given in an article by McCormick in the *Texas Law Review* (12) as follows:

An observer is qualified to testify because he has the first-hand knowledge which the jury does not have of the situation or transaction at issue. The expert has something different to contribute. This is a power to draw inferences from the facts which a jury would not be competent to

draw. To warrant the use of expert testimony, then, two elements are required. First, the subject of the inference must be so distinctly related to some science, profession, business, or occupation as to be beyond the ken of average laymen; and second, the witness must have such skill, knowledge, or experience in that field or calling as to make it appear that his opinion or inference will probably aid the trier of fact in his search for the truth. The knowledge may in some fields be derived from reading alone, in some from practice alone, or both. While the court may rule that a certain subject of inquiry requires that a member of a given profession, as a doctor, an engineer, or a chemist be called, usually a specialist in a particular branch within the profession will not be required. The practice, however, in respect to experts' qualifications has not for the most part crystalized in specific rules, but is recognized as matter for the trial judge's discretion reviewable only for abuse.

Further information regarding the attitude of one state on expert testimony is reflected in Texas Jurisprudence (20). It states:

The object of admitting the opinion of an expert being to inform the jury as to matters with which they are not sufficiently familiar to draw their own inferences, it follows that such a witness must possess a higher degree of knowledge in the field which is being investigated than the jurors themselves possess. And if it appears on examination that the witness is not thus qualified, he should not be permitted to express an opinion. The party who offers the supposed expert has the burden of establishing his competency. . . .

If the witness has failed to show that he is qualified to give an opinion, objection should be seasonably interposed in order that error in admitting such testimony may be reviewed on appeal. . . .

Error in admitting the opinion of a witness who failed to qualify as an expert will require a reversal of judgment, unless at the same time it is evident that no prejudice has resulted from such admission. . . .

It is not enough for a witness who should qualify as an expert to prove that he belongs to the profession or calling to which the subject matter of the inquiry is related; he must further show that he possesses special knowledge as to the very question on which he proposes to express an opinion. This does not mean, however, that he must be more proficient on this subject than on any other within his field. A general knowledge of the department to which the speciality belongs would seem to be sufficient. No definite rule has been established for determining the sufficiency of

<sup>1</sup> This material also appeared in June, 1955, issue of *The Chicago-Kent Law Review*.



such general knowledge. It is clear that proof that the witness is a graduate of an institution of higher learning is not always necessary in order to show that he is an expert. On the other hand, the witness may show that he has the requisite knowledge of the subject although he has not had the practical knowledge therein, but has derived his information solely from the reading or study of technical works.

A federal court has held that the testimony of an expert witness cannot be rejected arbitrarily *in toto*. In the case, *Boston Insurance Company et al. v. Read et al.* (2), the testimony of an insurance expert was admitted in evidence but the court, in instructing the jury, stated that little consideration would be accorded evidence of that type. The Circuit Court of Appeal held this to be in error by saying:

The testimony of expert witnesses cannot be arbitrarily rejected. Neither should it be indolently accepted but the weight to be given to testimony of that kind is for the court, or jury, as the case may be.

The value of testimony from an expert witness is recognized by federal courts and the admission of such testimony is specifically provided for in Rule 28 of the Federal Rules of Criminal Procedure (6) as follows:

The court may order the defendant or the government or both to show cause why expert witnesses should not be appointed, and may request the parties to submit nominations. The court may appoint witnesses of its own selection. An expert witness shall not be appointed by the court unless he consents to act. A witness so appointed shall be informed of his duties by the court at a conference in which the parties shall have the opportunity to participate. A witness so appointed shall advise the parties of his findings, if any, and may thereafter be called to testify by the court or by any party. The court may determine the reasonable compensation of such a witness and direct its payment out of such funds as may be provided by law. The parties also may call expert witnesses of their own selection.

In reference to this rule, the federal courts, in *United States v. Cancelliere* (23), announced its interest to be free in the application of the rule by stating:

The rules permitting appointment of expert witnesses should be construed with greatest liberality, and construction should not be based upon hairsplitting technicalities.

In the recent case, *United States v. 25,406 Acres of Land* (22), the federal court further showed its intention to be liberal in admission of evidence by this language: "The modern trend favors a wide rule of admissibility."

The matter of who may or may not qualify as an

expert is primarily within the discretion of the trial judge. It would seem, for example, that because a witness had qualified as an expert in a trial his testimony in similar cases would also be accepted. However, this is not the case. In *Williams v. Alabama Fuel and Iron Co.* (28), the testimony of a witness as to the cause of a mine explosion was excluded as expert even though it had been admitted in another case involving the same explosion.

Federal Courts, in admission of evidence, generally tend to follow the law of the state or territory in which the court is held (5, 9) although the federal courts, as seen in *Boener v. United States* (1), are required by Rule 43A of Federal Rules of Civil Procedure to follow the rule of either state or federal court, whichever favors admissibility. This principle, or course, gives the federal courts more freedom in admission of evidence and appears to mean that state decisions excluding evidence are not binding on federal courts.

Authorities have recognized the great amount of literature which deals with the psychiatrist as an expert witness. Wigmore (27), however, is one of the few who specifically refers to psychologists and their techniques when he states:

Psychometrical data so obtained would of course have to be brought in by the expert witness obtaining them. In that respect the psychometrist would stand on the same footing as the expert witness to insanity, called under the traditional practice.

There is considerable evidence of the use of psychologists in court cases in the federal courts, though here, too, there are some problems, primarily because the differences of opinion of various state courts as to the expertness of testimony submitted by psychologists. Little doubt remains that psychologists are qualified to testify in federal criminal courts for they have been appointed by the court, itself, and by parties to the suit in many instances. In *United States v. Chandler* (24), the counsel for the defendant made a "Motion for Inquiry into Insanity." To examine the patient the court appointed three psychiatrists, the government appointed one psychiatrist, and a psychologist was appointed on behalf of the defendant. All experts testified at considerable length. In the well-known case, *United States v. Hiss* (25), a psychologist testified without his status as an expert being questioned. Although this witness had the M.D. degree, his chief work was in a psychological clinic and he testified, "I would call myself a psychologist." In

another case, *United States v. William E. Cook, Jr.* (21), three sets of examining psychiatrists and psychologists were appointed to examine the defendant. One set of experts, a psychiatrist and a psychologist, concluded that the defendant was mentally ill but not legally insane. A second group of examiners consisting of three psychiatrists did not receive cooperation from the defendant and based their opinion that he was a psychopathic personality and not legally insane on only case history and observation. The third group of examiners, one psychiatrist and three psychologists, from Menninger Clinic, were appointed by the presiding judge. This group diagnosed the defendant as schizophrenic. After hearing testimony, the judge gave his opinion that the defendant was a victim of environmental circumstances and that society had to pay its debt to him.

In another criminal case held in a federal court (16), the presiding judge insisted upon a psychologist testifying in a case even though the psychologist asked for privileged communication on the basis that if required to testify he would be giving confidential material from a patient. While this case is not like the ordinary expert witness case, it does point out certain views held by the federal courts toward psychologists and the profession of psychology in that physicians in this particular state are allowed privileged communication.

Federal courts have allowed psychologists to testify as experts in civil cases in some instances and refused to allow them to testify as experts in others. In one state, Texas, one federal judge sustained the objection of a defending attorney that a psychologist's testimony should not be admitted as expert (17), while another federal court in the same district allowed the same psychologist to testify as an expert in a similar case (29). Both situations involved the use of a battery of psychological tests in cases in which there was a question of brain damage.

There is also a considerable amount of conflicting evidence as to state court opinions on the expertness of testimony given by psychologists.

In the New Jersey State Court Case of *Stemmer v. Kline* (18), the plaintiff called an experienced psychologist to testify in the case which involved an alleged malpractice suit against a physician who had supposedly used X-ray treatment in the pelvic region of a pregnant woman. The child was born prematurely, a microcephalic idiot. The psycholo-

gist had examined the child about nine months prior to the trial of the case and before the examination had been given a history of both the child and the parents, both being, in the opinion of the psychologist, essential in forming his opinion as to the cause of the infant's condition. During the trial the defendant objected to the testimony of the psychologist on the grounds that his testimony and opinion were based on hearsay evidence in that he depended upon what others had told him concerning the history of the parents and child. On appeal the objection was sustained and the plaintiff lost the case. However, no objection was made to the psychologist's qualifications to testify as an expert—both as to the cause of the child's condition and also as an expert on child development.

Recently, in the New York Court of Appeals, in the case, *People v. Horton* (15), psychologists for both the defendant and the prosecution were allowed to give evidence based on psychometric examinations in a murder case in which the sanity of the defendant was in question. Although the two psychologists gave conflicting opinions as to the mental state of the defendant (as did two groups of psychiatrists), no question was raised as to the qualifications of the two psychologists.

In the 1934 South Carolina court case, *Frederick v. Stewart et al.* (7), the issue was the mental capacity of the deceased to make a will. The appellant had requested a jury charge to the effect that the jury be instructed that a moron as such is not an insane person but "one whose intellectual development proceeds normally up to about the eighth year of age, and then arrested, never exceeds that of a normal child of about twelve years." The appellant also wanted the further charge that it was absolutely necessary for such an individual to be subject to certain psychological tests by experts in mental diseases, such as psychiatrists or able psychologists, and without such tests the mental age of no person can be determined.

This charge was refused and the appellant in his brief stated that the American Psychological Association in 1915 adopted a resolution to discourage the use of mental tests for practical psychological diagnosis by individuals unqualified for the work; and that in 1929 they adopted a resolution that the diagnosis of the degree of mental deficiency in the classification of children should be in the hands of highly qualified psychologists. This argument was

cast aside by the trial judge by a brief statement to the effect that such restrictions were not binding on his court because they were not in statute form and he allowed a physician to testify as to moronic characteristics from physical examination alone.

Courts within the same state give conflicting opinions regarding the admission of testimony of psychologists as testimony of an expert witness. In Texas, state courts, as well as federal courts in that state, have admitted testimony of psychologists (13), sometimes over the objection of one of the attorneys (4), while at other times the trial judge has sustained the objection of an attorney and the psychologist was not allowed to testify (11). This confusion is due in part to the fact that the psychologist as an expert has never seemed to be an issue appealed to a court of record (until recently) and the trial judges had no precedent of ruling. However, recently in the State of Texas (26) and in the State of Maryland (8) such appeals were made and ruled on, and these rulings should serve as precedents for trial judges not only in these two states but in other states where there is hazy ruling regarding psychologists as expert witnesses. Recent publications (10) indicate that many states have such hazy rulings.

In an appeal from Bowie County, Texas, the following opinion was handed down in the Texas Court of Criminal Appeals (26).

The offense is murder; the punishment, life imprisonment. . . .

At the beginning of the trial the appellant asked that Professor Tedford, a practicing psychologist she intended to use as an expert witness, be excused from the rule. This request the court refused to grant.

The appellant's testimony consumes 123 pages of the record. She gave the history of her strange life and told of her emotional reactions prior to and at the time of the homicide.

Near the close of her evidence the appellant called Ralph T. Tedford as a witness. He stated that he had five years training at Harvard and two years at the University of Texas in psychology and that he had taught psychology for some years prior to going into penal institutional work, where he had spent ten years in psychological counseling in various State and Federal correctional institutions. He stated that he had first seen the accused some time after the homicide. In order to get the witness's opinion as to the appellant's sanity at the time of the killing, the appellant was relegated to propounding a hypothetical question which attempted to condense her testimony. The witness was in a measure discredited in the eyes of the jury because at one time he admitted that he was basing his opinion that the appellant did not know the difference be-

tween right and wrong on the day in question, in part, upon what appellant's counsel had told him about the case and not entirely upon the facts set forth in the hypothetical question.

Clearly we think he should have been permitted to sit in the courtroom, hear the appellant and other witnesses testify, and give his opinion based upon the whole testimony as to her sanity at the time of the commission of the offense.

It has been the rule in English-speaking jurisprudence since *McNaghten's case*, 10 Clark & F. 200, that a medical man who has been present and heard the evidence may be asked whether the facts stated by the witnesses, supposing them to be true, show a state of mind incapable of distinguishing between right and wrong.

In *Johnson v. State*, 10 Ct. of App. Rep. 571, we find the following:

"When the medical experts are called solely as such, the better and most satisfactory practice would be to allow them to remain in the room and hear the testimony of all other witnesses, in order that from the whole testimony they may be able to determine from the evidence itself the matter upon which their opinion is desired."

This is the rule followed in a majority of the jurisdictions. See 39 L. R. A. 310 (n).

We think it logically follows that a ruling of the court which deprived the appellant of this admissible evidence should be held to be reversible error. This court has with uniformity refused to disturb a jury verdict on the question of sanity, but it is our duty to reverse a conviction where the jury, as here, has been deprived, by an erroneous ruling of the court, of admissible evidence on the question of sanity.

We are not unmindful of the fact that Tedford was not a psychiatrist. He did have, however, considerable training and experience in analyzing motivation for human conduct. A psychiatrist is certainly best qualified to pass upon a question of mental illness. However, we have consistently accepted the testimony of medical doctors as experts. We think that also of those qualified to give an opinion, superior to that of a layman, would be a practicing psychologist, and that Tedford should be classified as an expert. See concurring opinion of five Justices of the Supreme Court of Michigan in *People v. Hawthorne*, 291 N. W. 205.

It must be remembered that the trial court found Tedford qualified as an expert when he permitted him to answer a hypothetical question. His error was in not giving application to the rule in *McNaghten's case*, supra. . . .

For the errors pointed out, the judgment of the trial court is reversed and remanded.

Morrison, Judge

(Delivered June 2, 1954)

In *People v. Hawthorne* (14), the trial court sustained the prosecuting attorney's objection to the fitness of a psychologist as an expert on insanity. On appeal the Supreme Court of Michigan held that the trial court had erred in holding the



psychologist to be incompetent as an expert on insanity. The five justices who wrote the majority view stated in part: . . .

. . . (we) do not think we further the cause of justice by insisting that only a medical man may completely advise on the subject of mental condition. . . .

. . . (we) do not think it can be said that his (the psychologist's) ability to detect insanity is inferior to that of a medical man whose experience along such lines is not so intensive.

In Maryland, the U. S. Court of Appeals for the Fourth Circuit, in *Hidden v. Mutual Life Insurance Co.* (8), held it was error to exclude the expert testimony of a psychologist bearing on the insured's nervous condition which was asserted as a basis for disability benefits.

Two psychiatrists testified in behalf of the insurance company. One psychiatrist testified in behalf of the insured.

A fourth expert was offered as a witness on behalf of the insured who was not a physician but a doctor of philosophy in clinical psychology. . . .

The psychologist examined the insured in 1952 and subjected him to certain (of these) tests including . . . drawing tests, the Rorschach or ink blot test, and picture tests, and he testified that he was able to express an opinion as to the condition of the insured not only at the time of the examination but also in 1949. Upon objection, the testimony of this witness was excluded on the ground that he was not qualified as an expert, and an offer to show that in his opinion the insured is totally and permanently disabled, and was in this condition in 1949, was rejected.

The case was submitted to a jury which found for the defendant.

Action by insured against insurer under total and permanent disability policies. The United States District Court, District of Maryland, at Baltimore, W. Calvin Chesnut, District Judge, entered judgment for defendant and plaintiff appealed. The Circuit Court, Soper, Circuit Judge, held, that testimony of Psychologist who was qualified in his field by academic training and experience was erroneously excluded, and in view of fact that expert testimony played so large a part in trial of case since insured claimed to have suffered from a disabling nervous condition, exclusion of psychologist's testimony was prejudicial.

Reversed and remanded.

Decided Dec. 13, 1954.

The courts of certain states are aware of the needs for certain minimal training requirements for psychologists. The case of *O. M. Teubener v. State of Minnesota* (19) gives some indication of the qualifications a trial judge will demand of his expert psychological witnesses as follows:

A psychologist who holds a Master's degree from a university where he majored in educational psychology and who for eight years had been employed by the state as a psy-

chologist devoting most of his time to conducting tests to determine the intelligence quotient (IQ) of persons committed to state institutions as feeble minded, is qualified to testify as an expert in a proceeding for an adjudication restoring capacity of one previously adjudged feeble minded and committed as such to a state school.

Once an adequate definition of a psychologist is established by legal authorities, this problem of expert witnesses will be much nearer to a solution. One solution seems to be through legislation whereby states set up certification or licensing of psychologists, requiring certain minimum education and experience background, and, thus, regulate the practice of psychology and create a class out of which a court can pick its expert without itself judging the professional competence of the witness. (The office of the Executive Secretary of the American Psychological Association has copies of certification and licensing bills in various states. As long as any quack can call himself a psychologist there is going to be a resistance to granting the mantle of the expert witness to psychologists as a class.

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*American Psychologist* readers who are interested in the preceding articles by William Schofield and J. L. McCary will also want to refer to the article "The Psychologist in Today's Legal World" by David W. Louisell, professor of law at the University of Minnesota. This article first appeared in the *Minnesota Law Review* for February 1955. It has been reprinted and is available for \$.25 from the APA Central Office, 1333 Sixteenth Street N.W., Washington 6, D. C.

# AN INDEX OF FUTURE GROWTH FOR DIVISIONS OF APA

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IN any complex living organization there are two major processes that by their alternate phases of dominance determine the structure of the unit. These processes of growth in size and of differentiation of parts are characteristic of the American Psychological Association. It is not inappropriate, therefore, to think of the APA as a living organization composed of large numbers of units of mental activity (at present about 14,500 units) that arrange and rearrange themselves, within the total structure, in different ways at different points in time. These changing arrangements of the individual members produce temporary phenomena of growth in some areas and of differentiation in others.

Recently, concern has been expressed lest the rapid growth of Clinical and Abnormal Psychology, and the differentiation from other areas of the Psychology of Childhood and Adolescence (and of Educational Psychology), have become permanent features of the APA structure. This concern should be considerably diminished by the almost simultaneous changing of the titles of these areas. The deletion of the word *abnormal* from the title of Division 12 and the changing of Division 7's title to Developmental Psychology, seem to signify that the fixation of attention on pathological aspects and the fixation at particular age levels, which were the sources of the rapid growth in one area and of the great differentiation of the other, were temporary features—symptomatic of an immature phase of development rather than a permanent warping of the field.

This view of the APA as a living entity, showing some of the normal immaturities of youth but essentially healthy and capable of self-regulating its activities, cannot be either substantiated or refuted, at this time, by means of any single statistical technique. More flexible combinations of statistical methods are required for study of the life processes of such a complex organization as the APA. In this

paper, the very simple statistical procedures of Carpenter (2) and the very complex factorial methods of Adkins (1) (in their studies of Divisional affiliations of APA members) are freely combined in an effort to discover the essential nature of the processes by which the APA grows and develops.

The immediate impetus for the writing of this paper came from questions that were raised by Carpenter's article in the *American Psychologist*. He called attention to the fact that a slightly greater percentage of the members of Division 12 than of Division 3 were born in large cities. Conversely, a slightly greater percentage of members of Division 3 than of Division 12 were born in medium-sized cities. This relationship between size of birthplace and choice of affiliation with Divisions 3 and 12 was found to hold true for each of the four major geographical regions of the United States, and also for foreign-born members of these two Divisions.

From this Carpenter concluded that: "Large cities consistently produce more clinicians than experimentalists, and medium-sized cities consistently produce more experimentalists than clinicians. There is a tendency for small towns to produce more experimentalists than clinicians but the trend is not as definite." He also stated in his conclusions that "... the Midwest produces more members of Division 3 than of Division 12."

A retabulation of the data on birthplaces of members of Divisions 3 and 12, using another regional classification (North East, North Central, West, South), showed that the factual material in Carpenter's table was accurate. There was a consistent tendency for a greater percentage of members of Division 12 than of Division 3 to have been born in large cities; and there was a tendency, though less consistent, for a greater percentage of members of Division 3 than of Division 12 to have been born in small communities.

TABLE 1  
A COMPARISON OF THE BIRTHPLACES OF MEMBERS OF DIVISIONS 3 AND 12  
(A translation of Carpenter's data\* from percentage figures to numbers of persons)

A. Size of birthplace															
Region of birth.....	East			Midwest			West			South			Foreign		
Size of birthplace**.....	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
Members of Div. 3	48	48	100	64	40	51	13	10	10	21	12	2	12	8	17
Members of Div. 12	73	90	305	137	64	108	31	17	32	45	19	11	37	15	69

B. Geographical regions						
Region of birth.....	East	Midwest	West	South	Foreign	Totals
Members of Div. 3	196	155	33	35	37	456
Members of Div. 12	468	309	80	75	121	1,053

\* From Table 1, page 638 of Carpenter (2).

\*\* Small towns (S) are those under 10,000; medium towns (M) are those between 10,000 and 100,000; and large towns (L) are those over 100,000.

However, certain relationships concealed by the percentage figures in Carpenter's table become obvious when the actual numbers are seen. Table 1 is a translation of these figures into actual numbers of persons in each classification.

From Table 1 the following conclusions can be drawn:

1. There are more members of Division 12 than of Division 3.
2. Small communities "produced" more members of Div. 12 than of Div. 3.
3. Medium-sized cities "produced" more members of Div. 12 than of Div. 3.
4. Large cities "produced" more members of Div. 12 than of Div. 3.
5. The Midwestern region "produced" more members of Div. 12 than of Div. 3.
6. The East "produced" more members of Div. 12 than of Div. 3.
7. The West "produced" more members of Div. 12 than of Div. 3.
8. The South "produced" more members of Div. 12 than of Div. 3.

The tendency for present-day psychologists in America to express a preference for the clinical as contrasted with the experimental aspects of psychology (as evidenced by their affiliations with Divisions of APA) cuts across all classifications as to region of birth or size of birthplace. Although

slightly more pronounced in the sample of APA Division members who were born in large cities, this tendency is a characteristic of the total population of APA Division members.

The question arises as to why this tendency is more pronounced in the group who were born in large cities. If, as Carpenter suggested, this is because of the community's early influence upon later interest in the clinical approach, then it might be expected that among the Diplomates in Clinical Psychology there would be an even greater percentage born in large cities.

Table 2 shows that this is not the case. The data for Divisions 3 and 12 and for Diplomates in Clinical Psychology were tabulated in terms of date of birth and size of birthplace. This was necessary because of the difference of age distribution in the groups, and the probable differential effect upon the groups of the rural-urban trend in the general population.

It appears in Table 2 that, with respect to size of birthplace, the Diplomates in Clinical Psychology are about midway between the members of Division 3 and the members of Division 12. It would be both unkind and untrue to suppose that ABEPP had made the mistake of granting diplomate status to the most unclinical of the clinical psychologists. Much more likely is the possibility that the relationship between size of birthplace and choice of affiliation with APA groups is associated with the

size of APA group. In terms of numbers of persons the Diplomates in Clinical Psychology are fewer than the members of Division 12 and more than the members of Division 3.

To explore this possibility, the data on size of birthplace and date of birth were tabulated for two more APA groups—Division 14 and the Diplomates in Counseling and Guidance. These five groups, whose vital data are presented in Table 2, vary considerably in membership size and in the nature of their expressed interests. When these five groups were arranged in rank order of membership size, the percentage figures showed a consistent positive relationship between size of birthplace and size of APA group. As the size of APA group increases, the percentage of members born in large cities increases and the percentage of members born in small communities decreases; the trend is less consistent with respect to percentage of members born in medium-sized cities.

There were no exceptions to this rule within the two middle age groups (those born between 1895 and 1915). In the oldest age group (those born before 1895), there was a consistent relationship between size of APA group and percentage of members born in small communities; only a small percentage of these older members of the APA groups were born in large cities and there was no consistent relationship between these percentage figures and the size of APA group. In the youngest age group (those born since 1914), the majority of members of each of the APA groups were born in large cities, and no consistent relationship between size of APA group and size of birthplace is observable.

Whether viewed cross-sectionally or longitudinally, the data in Table 2 give evidence of a positive relationship between size of birthplace and size of chosen professional group.

In the percentage figures for the total memberships of the five groups (the last 3 columns in

TABLE 2  
A COMPARISON OF BIRTHPLACES OF MEMBERS OF FIVE APA GROUPS  
(Data from 1951 APA Directory)

A. Percentages															
Date of birth.....	Before 1895			1895-1904			1905-1914			After 1914			Totals All Age Groups		
Size of birthplace*.....	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L
Diplomates, Counseling and Guidance	76.2	4.8	19.0	65.6	17.2	17.2	49.4	15.3	35.3	0	33.3	66.7	57.8	15.0	27.2
Division 14, Industrial and Business	65.2	21.7	13.0	58.3	16.6	25.0	42.4	16.8	40.7	19.1	14.7	66.1	41.3	16.6	42.1
Division 3, Experimental Psychology	62.5	17.5	20.0	55.0	16.3	28.7	37.8	16.4	45.7	22.1	21.5	56.3	37.5	18.4	44.0
Diplomates, Clinical Psychology	58.7	20.6	20.6	50.3	15.9	33.7	35.1	16.3	48.5	15.0	15.0	70.0	43.2	16.7	40.0
Division 12, Clinical Psychology	54.4	25.3	20.3	49.7	15.8	34.5	33.6	13.9	52.5	16.6	12.8	70.5	33.2	14.9	51.9

B. Numbers of persons																				
Date of birth.....	Before 1895				1895-1904				1905-1914				After 1914				Totals All Age Groups**			
Size of birthplace*.....	S	M	L	T	S	M	L	T	S	M	L	T	S	M	L	T	S	M	L	T
Diplomates, Counsel.	16	1	4	21	42	11	11	64	42	13	30	85	0	1	2	3	100	26	47	173
Division 14	15	5	3	23	28	8	12	48	48	19	46	113	13	10	45	68	104	42	106	252
Division 3	25	7	8	40	44	13	23	80	53	23	64	140	35	34	89	158	157	77	184	418
Diplomates, Clin.	37	13	13	63	76	24	51	151	73	34	101	208	3	3	14	20	191	74	177	442
Division 12	43	20	16	79	85	27	59	171	128	53	200	381	49	38	208	295	307	138	481	926

\* Size classifications (S, M, L) were defined as in Table 1, with these exceptions: (a) communities were classified according to their population size at the time of birth of the APA member, and (b) after 1895, medium-sized cities that were the centers of large metropolitan areas were classified as Large cities.

\*\* The total figures differ somewhat from those given by Carpenter, because not all members who gave information about place of birth gave information about date of birth.



Table 2) it will be seen that there is a consistent relationship between size of birthplace and size of APA group, *if* the data for the Diplomates in Clinical Psychology are excepted. The percentage figures for the total group of Diplomates in Clinical Psychology are skewed in the direction of small-sized birthplaces, because this group is recruiting new members at a slower rate than are Divisions 3, 12, and 14. If the percentage figures for the total memberships of each of these five groups were arranged in rank order (of percentage born in large cities) this order would closely correspond to the relative rates at which the groups are recruiting new members.

The writer was by this time convinced that the positive relationship, between size of chosen professional group and size of birthplace, might best be explained on the basis of Livi's Principle (3). According to Livi, the populations of large cities (because they were recruited from far and distant places) reflect most clearly the "world-average" or world-trend of cultural, as well as of physical, traits. It seemed reasonable to suppose, therefore, that, if the percentage of total membership of an APA Division who were born in cities of 100,000 or more was a rough index of the rate of growth of the Division, then it might be that the percentage of members who were born in cities of 1,000,000 or more would be an even more sensitive index of the rate of growth of the Division. Such an index might have predictive value with respect to the probable future growth of the Division.

In Table 3 the seventeen Divisions of the APA are arranged in rank order of percentages of their members who were born in the five largest cities of the United States (New York, Chicago, Philadelphia, Detroit, Los Angeles). The Divisions when thus arranged appear to fall into logical groupings. Unlike the groupings obtained by factor or cluster analyses, those in Table 3 seem not to be isolated entities; there are no clear demarcations between the groupings, they blend together at their boundaries.

According to this index system, Division 18 (Psychologists in Public Service) seems to have the best prospects for future growth. Division 9 (Society for the Psychological Study of Social Issues) is a close second. This grouping of Divisions 18 and 9 suggests that the current trend within the profession may be away from an interest in clinical aspects of individual psychology, and toward an

TABLE 3

DIVISIONS OF THE APA ARRANGED IN RANK ORDER, ACCORDING TO PERCENTAGES OF THEIR MEMBERS WHO WERE BORN IN THE FIVE LARGEST CITIES OF THE UNITED STATES (NEW YORK, CHICAGO, PHILADELPHIA, DETROIT, AND LOS ANGELES) \*

Percentages of members born in five largest cities of U. S.	Divisions
36.7	18. Psychologists in Public Service
31.2	9. Society for the Psychological Study of Social Issues
28.7	12. Clinical Psychology
27.0	8. Personality and Social Psychology
23.3	17. Counseling Psychology
20.5	14. Industrial and Business
19.3	5. Evaluation and Measurement
19.0	2. Teaching of Psychology
18.6	16. School Psychologists
18.6	20. Maturity and Old Age
18.4	19. Military Psychology
18.1	10. Esthetics
17.3	3. Experimental Psychology
16.9	1. General Psychology
14.4	13. Consulting Psychology
13.7	7. Developmental Psychology
11.7	15. Educational Psychology

\* Data tabulated from 1951 APA Directory.

interest in the applied and research aspects of the psychology of large groups, with an emphasis on the role of the public service psychologist.

The second logical grouping of APA Divisions in Table 3 includes three Divisions that are chiefly concerned with the applied and research aspects of individual psychology. These are: Division 12, Clinical Psychology; Division 8, Personality and Social Psychology; and Division 17, Counseling Psychology.

The exact nature of the groupings in the middle of the list is less clear. There appears to be a grouping of five Divisions (14, 2, 16, 20, and 19) loosely united by their interest in adjusting individual behavior to prescribed cultural patterns—their concern being not primarily with the total development of the individual, or with the alteration of cultural patterns, but rather with the most economic methods of fitting individuals into patterns already prescribed by the culture.

Paralleling this grouping there is another (consisting of only one Division—Evaluation and Measurement) which provides the techniques for measuring the efficiency with which the above mentioned job of adjustment is accomplished.

TABLE 4  
DIVISIONS OF APA ARRANGED IN RANK ORDER, ACCORDING TO THEIR WEIGHTINGS ON A CENTRAL INTEREST  
FACTOR DERIVED FROM ADKINS' FACTORS

APA Division	1 Adkins' factor	2 Weighting of Div. on Adkins' factor	3 Weighting of Adkins' factor on central factor	4 Weighting of Div. on central factor
18. Psychologists in Public Service	8	.85	.563	.48
9. Soc. Psych. Study of Soc. Issues	6	.72	.641	.46
8. Personality & Social Psychology	6	.66	.641	.42
7. Developmental Psychology	7	.67	.498	.33
16. School Psychologists	5	.67	.475	.32
15. Educational Psychology	7	.63	.498	.31
12. Clinical Psychology	5	.59	.475	.28
17. Counseling Psychology	4	.53	.478	.25
14. Industrial & Business	4	.50	.478	.24
13. Consulting	5	.47	.475	.22
20. Maturity & Old Age	6	.35	.641	.22
5. Evaluation and Measurement	1	.56	.319	.18
19. Military Psychology	1	.49	.319	.16
2. Teaching of Psychology	3	.63	.149	.09
1. General Psychology	3	.61	.149	.09
3. Experimental Psychology	3	.53	.149	.08
10. Esthetics	3	.50	.149	.07

\* Column 4 figures obtained by multiplying columns 2 by 3.

The fifth grouping appears to include three Divisions (10, Esthetics, 3, Experimental, and 1, General) that are chiefly concerned with technical scientific questions and with the development of basic scientific theories of a less immediately utilitarian nature.

Division 13 seems to form a separate grouping, though it may be somewhat related to the preceding and following ones in the indirectness of its influence on people.

The final grouping includes two Divisions (7, Developmental, and 15, Educational) whose chief concern is with the younger age groups, and whose members generally function in research or consulting capacities.

Although this is a psychological rather than a statistical analysis of groupings, it does have some support from Adkins' factorial analysis of Divisional affiliations of APA members.<sup>1</sup> This becomes evi-

<sup>1</sup> This support comes from the statistical data rather than from Adkins' interpretation. Her conclusion that factor eight, on which Division 18 (Public Service) alone had a heavy weighting, was an artifact does not take into consideration the fact that, because of the manner in which the study was set up, factors were revealed in reverse order to their importance for the total population of APA Division members. This reversal was due largely to the fact that the data for Psychometric Society members were added to the data for APA Division members; it was further em-

phasized by the use of Winer's coefficient formula. Because this fact had been lost sight of, Adkins concluded that Division 18 is "a grouping that has no interests in common with other Divisions."

dent when the factorial treatment of Adkins' data is extended to the point where a central interest factor is revealed. Table 4 shows the rank order of the APA Divisions with respect to this central interest factor (derived from correlations between the factors, as given in Table 6 of Adkins' article). By multiplying the highest weighting that a Division achieved on Adkins' factors by the weighting of the factor on the central factor, an estimate is obtained of the weighting of the Division on the central factor. The numerical values of the weightings of the Divisions on the central factor would probably be larger if they could be arrived at in a more direct manner. But it is unlikely that the positions of the first two Divisions (18 and 9) would be changed.

In both Adkins' report and the present study there appears to be substantial evidence for the belief that Division 18 (Psychologists in Public Service) is closely related, in professional interests, to the Society for the Psychological Study of Social Issues. The Public Service Psychologist may, if he wishes, interpret this to mean that (whatever the

immediate details of his work may be—clinical, personnel, research, etc.) he is a part of a group of public employees whose unifying interest is the application of psychological knowledge to public service. A uniting of Divisions 18 and 9 might be the means by which the Public Service Psychologist could best define his vital role in the profession. And, if SPSSI were willing to relinquish its very convenient initials, the title of a group formed by the union of Divisions 18 and 9 might include the idea of positive social planning rather than the resolution of social conflict. As clinical psychology has lessened its emphasis on the pathological in individual behavior, so, it may be hoped, will group psychology lessen its emphasis on social conflict and place a greater emphasis on positive aspects of the social planning of large groups of peoples.

If further evidence were needed of the meaningfulness of the rank order set forth in Table 3, one has only to look at the list of current officers and board members of the APA. Of these twelve persons, approximately two-thirds are public employees; five were (at the time of the 1951 APA Directory) members of the Society for the Psychological Study of Social Issues; five were members of Division 8, Personality and Social Psychology. Four persons, one third of the group, were members of the Division of Clinical Psychology; but of these four, three were members also of SPSSI and the fourth was a member of Division 8.

Much as we may welcome this changing emphasis in professional interest, it should be noted that this also is a transient feature of the professional structure. Already there are indications that a newer professional interest is preparing to supplant it. The upward displacement of Divisions 7 and 15, in Table 4 as compared with Table 3, leads to speculation as to how one professional interest supplants another. Evidently the movements of professional groupings to positions of greater prominence do not occur in a straight line from bottom to top within the rank arrangement of groupings. The grouping at the lower extreme seems to join with those at the upper extreme by a movement that occurs outside of the rank order arrangement; this is reminiscent of the phenomenon of the extraspectral red, effected by a combination of light rays from the extremes of the visual chromatic spectrum.

The reason for this resemblance becomes more understandable if the rank order in Table 3 is conceived of as having two aspects. The rank order

from top to bottom represents an arrangement with respect to growth in size. The rank order from bottom to top represents an arrangement with respect to differentiation of function.<sup>2</sup>

In a somewhat similar manner, it may be speculatively suggested, professional interest groupings from the lower end of the rank-order arrangement (Table 3) combine with those at the upper end to create new emphases in professional interest. Some such explanation seems necessary to account for the combining interests of Division 18 (with its present small membership size) and Division 9 (with its comparatively large membership size). The explanation may be further elaborated to account for the discrepancy between Tables 3 and 4 with regard to rank placement of Divisions 7 and 15.

It appears probable that the growth and development of a field of knowledge are governed by natural laws and proceed in an orderly and predictable manner. Within the different areas of the field there are alternate periods of growth in size and of differentiation of function. As in a living organism, there are optimal limits for both of these processes and, as in a living organism, there is self-regulation of these processes.

The group at the lower end of the rank order in Table 3 (the developmental-educational group) is evidently approaching the limits for differentiation of function. If carried much further, the differentiation of the function of this grouping would result in its extinction (or in its separation from the field of psychology) and would be damaging to the total field. That this will not be allowed to happen is evidenced by the rank-order arrangement of interests set forth in Table 4. Being able to progress no further in the direction of differentiation of its function from that of other areas of the field, the developmental-educational group is now beginning to ally itself with the two currently dominant areas in psychology (social group psychology and individual clinical psychology). Assisted by Division 16 (School Psychology) which has much in common with Divisions 7 and 15 as well as with the two dominant areas, the develop-

<sup>2</sup> In terms of physiological effect of light rays of varying lengths, this is the same dual rank order that occurs in the visual spectrum; the long wave length rays promote growth in size and the short wave length rays promote differentiation of tissues. When rays from the extremes of the spectrum are experienced in combination, there is a qualitatively different chromatic experience, the extraspectral red.



mental-educational grouping is establishing itself (as seen in Table 4) in a position midway between the two dominant groups, and will be transformed into something quite unlike its former self by reason of its common interests with these two powerful areas.

Already the transformation of developmental-educational psychology into a more dynamic area, resembling in some respects social group psychology (with its emphasis on public service) and in other respects individual clinical psychology (with its emphasis on development of individual potentialities) has begun, and already the school psychologists have begun to predict that they will equal or exceed the numbers of clinical psychologists.

They are probably right in these predictions; they might set their goal even higher. By the time that the developmental-educational group exceeds in prominence the clinical group, social group psychology will have outstripped clinical psychology in size. The rank order for size would then be: 1. social group psychology; 2. developmental-educational psychology; 3. clinical psychology. At this point developmental-educational psychology would consolidate what it had learned from the two adjoining areas and, thus made more dynamic than either of them, would climb to the dominant position in the field.

In the meantime, the experimental-theoretical grouping will have reached the limits for differentiation of its function from that of other areas in the field. It would then begin to establish itself in a position midway between social group psychology and developmental psychology, binding itself to these then powerful groups by newly found common interests.

Made more dynamic by this emergence of the interests that it holds in common with these two powerful areas, experimental-theoretical psychology would then outstrip in size, first, social group psychology and, then, developmental-educational psychology—becoming again, as it once was, the dominant area in the field.

The screen darkens and we can see no further into the future. For the differentiation of the functions of the Divisions in the middle of the list in Table 3 has not yet progressed far enough to indicate what area will reach prominence after the experimental-theoretical psychologist has had his second inning. It is to be hoped that the next

area to reach a dominant position will not be military psychology.

The position of Division 13 is puzzling, unless it is assumed that the total rank order is composed of briefer ranges, within which the same laws of change operate. Division 13, not being by itself a clearly defined member of the total arrangement of groupings, moves upward (in Table 4) to a position midway between the two dominant divisions in a shorter range (Divisions 14 and 20).

It is probable that the total range of professional groupings expressed in Table 3 is a part of a longer range which includes the full scope of scientific knowledge. If this is so, it might be expected that an index of growth for each of the various areas of scientific knowledge would give a more comprehensive picture of the future of psychology.

It may be that, concomitant with the growth of psychology in the direction of an emphasis on public service, there is a growth of political science in the direction of an emphasis on psychological knowledge. The resultant merging of psychological and political sciences might create a new scientific area. Within this area, it might be presumed, questions relating to the values of individual liberty would be brought within the domain of science and cease to be a subject for political dispute. This does not seem to be too visionary a hope; other questions concerning human behavior have been removed from the realm of politics and brought within the bounds of scientific knowledge.

The data developed in this paper suggest that if this new area of psychopolitical science emerges in the mid-twentieth century (when scientific concepts are expressed largely in terms of mathematical probabilities) there is very great likelihood that it will provide the basis for a scientific validation of the fundamental political principles of the free nations. That it will also lead to the scientific validation of any humanitarian aspects of other existent political philosophies seems equally likely.

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# REPORT BY THE AMERICAN BOARD FOR PSYCHOLOGICAL SERVICES: PURPOSES, STANDARDS, AND PROCEDURES

THE American Board for Psychological Services was incorporated to accomplish one fundamental purpose: to serve the public interest by providing a directory of agencies judged to be capable of providing competent psychological services to the public. It was originally hoped that a significant number of agencies could be evaluated during the year so that it would be possible to publish an initial directory in 1955. The scope of the work to be done, however, and the bearing of the Board's decisions and work upon other areas of professional psychology have meant that progress could not be made as rapidly as was at first anticipated. As the reality of the Board became known to the profession, issues, dangers, and criticisms were raised. The Board felt that many of these were valid and needed careful consultation and consideration. The more study given to its problems by the Board, the greater is its humility and its earnest concern that its procedures and decisions will be in the long-term interest both of the public and of psychology.

## FUNCTIONS

The ABPS will attempt to do one major job: The periodic publication of a directory of agencies which offer psychological services to the public, and which have met the standards of quality and competence adopted by the Board as its criteria for listing. The following means will be used to achieve this major purpose:

1. Establishment of criteria or standards.
2. Acceptance and processing of *voluntary* applications for evaluation and listing in the directory.
3. Development and improvement of methods and procedures of evaluation.
4. Issuance of certificates of approval and maintenance of a register of all approved agencies.
5. Development of methods of periodic re-evaluation and correction of directory listings.
6. The development and improvement of appeals procedures to minimize injustices which might be done to those who apply and pay for evaluation by the Board.

It is believed that the efficient implementation of these functions will meet a public need and will indirectly benefit the science-profession of psychology by the recognition and support given to high standards of knowledge, competence, and public service.

## DEFINITION OF "PSYCHOLOGICAL SERVICE"

The Board believes it to be necessary to point out clearly that our definition of "psychological services," is the best which we can devise at this time. It can not be used to apply to professions other than psychology. The Board is proposing no novel definitions. It is accepting and, we hope, sharpening concepts already functioning in applied psychology. It deals with a variety of services some of which have been termed counseling and guidance, psychological diagnosis, psychotherapy, and others. The criteria or standards are developed out of the experience of practicing psychologists in these areas. The Board is concerned with those practices which are aimed at the goals, needs, and wishes of the individual who is the object of attention, regardless of who pays the bill or who originally seeks the psychological service.

The psychological services to be evaluated are those services performed by psychologists whether individually or in cooperation with appropriate specialists from other disciplines. Although many individuals in other disciplines have psychological insights and knowledge, in general, agencies or individuals that offer psychological services to the public will usually need to have a professional psychologist on their staffs.

This Board offers to evaluate psychological services even if that service is to a restricted clientele, but it will not undertake to evaluate the services restricted to a small group or employees of a single company.

Other professions have approached this problem by directories. The ABPS listing, however, will be among the first that offers comprehensive information concerning each agency and evaluates its practices. Since the general public cannot adequately

evaluate the professional work of a profession, this becomes one of the contributions of a profession.

#### CRITERIA FOR EVALUATION OF PSYCHOLOGICAL SERVICES

The Board will follow to the best of its ability and judgment, the following criteria or standards: (These are almost identical with those published in the *American Psychologist*).<sup>1</sup>

1. That the services rendered fall within the scope of the Board's interest as defined above.
2. That the services rendered are excellent in quality, are appropriate to the problems of the individual served, are not unduly expensive, and are given with reasonable precautions as to the needs for attention of other specialists and with adequate collaboration or consultation with such specialists.
3. That the agency as a whole, and each of the psychologists on its staff, shall conform to the code of ethics of the APA insofar as psychological work is concerned.
4. That the ranking psychologist of the agency shall:
  - a. be a member of the APA,
  - b. hold the PhD degree, or its equivalent in the opinion of the Board,
  - c. have five years or more of appropriate and successful experience as a psychologist since receiving the doctorate,
  - d. have policy level responsibilities within the agency.
5. That there is congruence between the services alleged by the agency and those actually rendered.
6. That the agency is accepted as being professionally adequate in its community.
7. Individuals in private, independent practice must be Diplomates of ABEPP.
8. Individuals in private, independent practice may meet "agency" qualifications if, in addition to the above requirements, they provide evidence of close relationships in actual practice with other such psychologists and/or members of related professions such as to convince the Board that their clients receive the professional benefits which are presumed to be derived from a fully approved agency.

The following exception to the above regulations should be noted:

<sup>1</sup> Cf. *American Psychologist*, November 1952, p. 668; November 1953, pp. 682-685; November 1954, pp. 771-772.

Until September 1, 1956, the requirement of the doctor's degree for agency psychologists may be waived and substituted by a master's degree and evidence of ten years of qualifying experience.

#### EVALUATION PROCEDURES

There shall be four steps in the Board's procedure of evaluating the psychological services of an agency or individual.

1. The agency or individual, believing that the above standards are met and wishing to be listed by the Board in its directory, shall send a letter stating very briefly the nature of the psychological services rendered, together with the name of the ranking psychologist, to the office of ABPS. He will then be sent a "letter of application form" to be signed and returned with a check for ten dollars.
2. The Board, on examination of the qualifications of the agency, will determine whether or not it has a reasonable chance of meeting the standards. If so, an information form will be sent to the applicant to be returned with the information requested, and an evaluation fee of fifty dollars.
3. The Board will then appoint a team of two psychologists who will visit the agency and report to the Board in writing as to their observations and findings. This step may also include correspondence between the Board and members of the community served by the agency.
4. At a Board meeting the total of the information thus collected will be studied and discussed and the Board will decide: to register the applicant as approved, to reject the application, or to postpone decision pending further information which is requested.

The forms to be filled out by the agency before evaluation will include such matters as the following:

1. Professional staff, qualifications, functions, and duties.
2. Utilization of psychologists, status, and responsibilities.
3. Sponsorship and source of financial support of the agency.
4. Chief of purposes and problems handled by the agency.
5. Kinds of clients.
6. Decision-making and agency procedures.
7. Fees and fee policy.
8. Consultation facilities and practices in the community.



9. Referral system and practices.
10. Physical facilities.
11. Status of staff members with other comparable professional boards or certifying agencies.
12. Method of record keeping and protection of clinical material.

Before an agency is visited, it will agree on a mutually convenient date for the visit. The sole responsibility for the determination of whether an agency shall be listed, rests with the Board which is governed by its purposes in terms of service to the public and to the profession. The professional visitor does not assume legal or other liability for evaluation. The function of the professional visits shall be that of enriching the understanding of the facts that the agency or individual has submitted. The visitors shall verify and transmit facts rather than judgments to the Board, related to the practice of psychology as represented by the practices of the individual or agency. The visit shall serve the purpose of verifying the information, but what is more important, the amplification of the information. Members of the visiting teams do not serve as evaluators.

#### APPEAL

Any agency judged not eligible for evaluation or not eligible for registry and inclusion in the directory shall have the right of appeal under a claim of incorrect evaluation or erroneous information; however there can be no appeal from the standards followed by the Board. Any appeal shall be submitted in writing within three months of notification of the Board's adverse decision. If additional costs are entailed by an appeal, the agency assumes responsibility for reasonable additional costs.

#### RE-EVALUATION

Any agency or individual approved by the Board shall carry such approval and directory listing for two consecutive years. If there is a major change in personnel so as to alter the basic staff of the agency, or if there are questions raised as to whether the agency still meets the Board's standards, a reinvestigation will be made at the time of these changes. This is the insurance for the public and the profession that the listings will be up to date and of value to the public. In such cases, the agency or individual shall pay a fee of twenty-five dollars for an interim re-evaluation. Each year an

approved service shall file an interim report on forms provided by the Board for this purpose. Every two years, the Board will make a formal re-evaluation of all approved agencies. The directory shall be kept up-to-date and republished as necessary.

#### RESTATEMENT OF FEES AND CHARGES

The following fees, as described above, shall be charged until September 1, 1956:

1. Application fee, \$10
2. Evaluation fee, \$50
3. Biennial re-evaluation fee, \$25
4. Appeal costs, variable
5. Directory, per copy, \$1.00

(Agencies or individuals who have submitted the previously announced fee have received refunds.)

It is obvious to the Board that the evaluation fees will not cover the cost entailed in the work of evaluation, even though much of the work is voluntary. The Board does not yet know just what its actual costs will be, but it has adopted the principle that its work is in the interest of psychology as science and profession, as well as of the public and of those psychologists who will be listed in the directory. The APA has agreed to subsidize the Board until September 1, 1956. After that date, the work of the Board will be analyzed to determine the exact cost of processing each application, and the fee will be subsequently adjusted. It is probable that the evaluation fee will be raised to one hundred dollars. The Board is frank in saying that it expects these temporarily low fees to lead most of the best qualified agencies and individuals to apply to the Board before the end of 1955. It is expected, likewise, that many of the best qualified will apply to the Board because they believe in its principles and they see its work as complementary to their own efforts to maintain the highest possible standards of psychological service, rather than because they need the economic benefits which may accrue from registry by the Board. The business of the Board is carried on in the offices of its President at 101 South Meramec, St. Louis 5, Missouri.

Members of the Board: ROY BRENER; KARL F. HEISER; ARTHUR IRION; WENDELL S. DYSINGER, *Secretary-Treasurer*; NATHAN KOHN, JR., *President*

## AMERICAN BOARD FOR PSYCHOLOGICAL SERVICES

### 1955 Annual Report

Since the APA convention in 1954, the ABPS has had three physical meetings. Each of these has been attended by the entire Board. In addition to these, there have been meetings with officers of APA, and with ABEPP. The work of the Board this year has consisted of:

1. Exploration of relationships within the profession of psychology.
2. Exploration of relationships between psychology and other professions.
3. Development of procedures of evaluation for agencies that apply.
4. The interpreting of the purpose of the Board to the profession of psychology.

During the year there have been literally hundreds of letters of inquiry and contacts concerning the Board and its purposes. Every effort has been made to answer these questions as fully as possible.

In some instances, questions were raised that could not be answered promptly because the Board was still formulating position on the given issue.

During the year there have been 85 inquiries and requests for application forms, 29 preliminary applications returned, and 13 agencies have submitted completed applications. The forms for the evaluation of these and the building of the procedure for teams of investigators have been completed.

In addition to the above, communications have been sent to key people, and to all of the State Psychological Associations.

ROY BRENER  
KARL F. HEISER  
ARTHUR IRION  
WENDELL S. DYSINGER,  
*Secretary-Treasurer*  
NATHAN KOHN, JR., *President*

# EDUCATIONAL FACILITIES AND FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS IN PSYCHOLOGY: 1956-1957

BRUCE V. MOORE

*Education and Training Board  
American Psychological Association*

**T**HIS report is similar to previous articles on educational facilities and financial assistance for graduate students in psychology. Institutions with graduate programs in psychology are listed, with information supplied by the respective departments. Schools not returning up-to-date information are not included, for no listing is based on information of previous years. There is no evaluation of these programs and no implication of approval of them by the American Psychological Association.

## *Requirements for Admission*

Requirements for admission to graduate study in psychology were summarized for each institution in the article in the *American Psychologist* for January, 1955. Since these do not change rapidly, they are not repeated this year. The course requirements in psychology are relatively few, and many departments prefer that there not be a large number of courses, especially technique courses, completed at the undergraduate level. It is common to expect an undergraduate background of introductory or general psychology, experimental psychology with laboratory, and statistics. In general, however, there are not many specific requirements, and many good schools look upon these as being not rigid requirements, but strongly recommended minima which might be made up. An important qualification is scholarship, academic ability, or promise of success in scientific research. It is judged largely on the evidence of achievement at the undergraduate level and on the recommendations from persons in whom the admitting department has confidence. To assist in this evaluation of potential ability, the Graduate Record Examination or the Miller Analogies Test is desired by many departments and required by a few. Some institutions

qualify their use of these measures as not the primary criteria but as helpful supplementary information when in doubt on the basis of other criteria. It should be noted that department requirements for admission are sometimes more selective than the requirements stated by the graduate school in its bulletin.

## *Institutional Facilities and Stipends*

The following pages summarize the information submitted by each institution on facilities, requirements, and financial assistance for graduate students. The order of each item of information and the abbreviations used are as follows:

1. *Name and address of institution.* The name and address of the institution apply throughout the description, and should be added to the names of officials and their departments when writing. If more than one department at a university is listed, the names and addresses apply to all such departments.

2. *Application for admission and for fellowships, scholarships, or assistantships.* The student must apply for admission to graduate school as well as for stipends. Thus, it is sometimes necessary to write to two persons, one to apply for admission and another to apply for a stipend. Larger universities sometimes request students to apply for admission to the deans of colleges or heads of departments. Smaller universities typically request that applications for admission be made to the Graduate School or Admissions Office. The person or office to which the application for admission should be sent is stated for each institution. Most fellowships and scholarships are outright grants or subsidies and require no service to the department or university. Assistantships are different, being forms of employment for service in a department. Ap-



lications for scholarships, fellowships, or assistantships may be made directly to the chairman of the department of psychology unless otherwise stated. Where no name or department is shown, the application is, therefore, to be addressed to the chairman of the department of psychology.

3. *Tuition.* Tuition figures are usually for the academic year. In some cases, tuition is given for the quarter or semester, or according to semester or course hours.

The words *resident* and *nonresident* are used by state universities which charge out-of-state residents a larger sum than students from the state itself. The abbreviation *nr* refers to total of nonresident or out-of-state tuition.

4. *Number of scholarships and fellowships available.* The number listed is usually an approximate one. In most universities scholarships and fellowships are awarded on a merit basis without regard to field of interest, and the applicants in one department are in competition with the applicants in all other departments of the university. For departments which specifically stated that awards were made on a university-wide basis, the term *university scholarships* (or *fellowships*) has been used. Scholarships and fellowships usually do not require any work, and the recipient is expected to enroll as a full-time graduate student.

5. *Number of assistantships available.* Assistantships may be available for either teaching or research or for a combination of both. The terminology here varies with the university. For example, the terms *graduate assistant*, *laboratory assistant*, *teaching assistant*, *clinical assistant*, and *research assistant* are all used. We have not attempted in these entries to go into complete detail regarding the duties required in the various types of assistantships; the student may obtain this information from the department.

Under *teaching assistantship* the entry does not differentiate between a teaching assistantship in which a graduate student has charge of a class and a teaching assistantship in which the student assists a more advanced teacher by grading papers, acting as a laboratory assistant, etc.

Research assistantships are ordinarily granted to students for work on research projects being conducted by members of a department. In some cases various skills, in statistical or laboratory methods, etc., are a prerequisite for these positions, and hence first-year graduate students may not be eligible.

6. *Hours of work.* Hours of work required are usually expressed in hours per week, though sometimes in teaching load or teaching hours. The number of hours indicated should, in many cases, be considered an approximation, especially in the case of research assistantships where the student is ordinarily expected to become part of a research team and also to consider his research work as part of his graduate training, rather than as a job to which he will devote only a limited number of hours.

7. *Stipends.* Stipends are usually expressed in terms of total stipend for an academic year of nine months. If expressed in any other terms, the unit, such as per month, is named. Stipends for assistantships are usually dependent upon difficulty of the work and training and experience required for it. The abbreviation *ex* means that the stipend carries with it exemption from tuition or that the stipend covers the cost of tuition. Thus, an entry *stipend, ex* means that tuition is waived and *stipend, \$500 ex* means that the student receives \$500 plus exemption from tuition. A frequent advantage of scholarships and assistantships is the exemption from tuition, often a sum larger than the award itself.

8. *First-year students.* First-year students are eligible for the award unless the statement is specifically made that first-year students are not eligible. The statement then applies only to the positions immediately preceding it.

9. *Sex preferred.* A few institutions prefer or were established primarily for one sex, in which case the sex is indicated. If there is no statement of preference, it is understood that both sexes are accepted.

10. *VA programs.* The Veterans Administration (VA) programs provide internships as part of the training, leading to the PhD degree, of qualified students in clinical psychology or in counseling psychology. Students enrolled in either of these programs must satisfy the same requirements as other graduate students; they differ from them only with regard to their part-time employment by the VA in hospitals and clinics. Applications are made to the chairman of the department at any time, but appointments are most likely to begin in the fall.

Detailed information about the clinical psychology programs may be secured by writing to the Chief, Clinical Psychology Division, Psychiatry and Neurology Service, Department of Medicine and

Surgery, Veterans Administration, Washington 25, D. C.

Information about the counseling psychologist training program may be obtained by writing to the Chief, Vocational Counseling, Professional Services, Department of Medicine and Surgery, Veterans Administration, Washington 25, D. C.

11. *USPHS stipends.* The United States Public Health Service (USPHS) program provides some universities with a limited number of stipends for selected graduate students in clinical psychology. Stipends ordinarily range from \$1,200 to \$2,400 depending upon the level of training. Universities in which these stipends were available during 1955-1956 are indicated. Applications should be made to the chairman of the department of psychology at the desired university.

12. *Other positions available.* Many departments also have other positions or means of financial assistance for graduate students. If such information was submitted, it is listed in the entry.

In addition, many departments have other positions available than those listed here. Departments are often requested to recommend students for teaching evening classes or courses in nearby smaller college. These positions are not usually available on the basis of paper record or application, and first-year students are ordinarily not considered for them. However, they are part of the possibilities for part-time employment while a graduate student.

The APA Central Office, through its placement office, has frequent requests from prospective graduate students for part-time employment while pursuing graduate studies. Few such positions are listed with the APA office. The student who wishes part-time work should write directly to the university in which he is interested.

*Date of appointment.* For over five years there has been an agreement among many chairmen of departments with graduate programs in psychology that assistance to graduate students, in the form of scholarships, fellowships, assistantships, or other stipends, would not be offered to candidates before April 1 for the following academic year. In addition to this agreement, the Graduate Schools of North America had adopted the following resolution:

In every case in which a graduate assistantship, scholarship, or fellowship for the next academic year is offered to an actual or a prospective graduate student, the student, if he indicates his acceptance before April 15, will still have

TABLE 1

Question	Answers N = 118	
	Yes	No
1. Do you believe that this practice of not offering or granting stipends before April 1 is being followed by most psychology departments?	55	30
2. Do you believe that it is feasible to establish such a policy of waiting until April 1 to grant stipends or other assistance?	96	18
3. Do you believe that this policy of leaving freedom of choice with the student until April 15 and expecting no final commitment from him before that date is being observed by most departments of psychology?	61	12
4. Do you believe that this policy of expecting no final commitment from a student (in accepting assistance) until April 15 is feasible?	105	13

complete freedom through April 15 to reconsider his acceptance and to accept another fellowship, scholarship, or graduate assistantship. He has committed himself, however, not to resign an appointment after this date unless he is formally released from it.

There had developed some question whether these policies had been universally followed. Therefore during the fall of 1955, the departments listed here were asked two questions, one regarding the offering date of April 1, and the other regarding the final commitment date of April 15. Departments were asked whether they believed (a) the dates were being observed, and (b) it was feasible to have such policies. Replies were received from 118 departments. Table 1 shows the distributions of answers to the questions. Many did not answer, or stated that they did not know or had no experience to know the answer as to the extent of observance of the policies. This would seem to indicate that they had no awareness of violation of the policies or experience to indicate unfair competition. The great majority of answers indicated that adherence to these policies was believed to be feasible. Several respondents added a note that they hoped the policies would be adhered to.

Therefore, an applicant cannot expect definite offers of appointments before April 1, and then if he accepts an appointment, he has freedom to reconsider it until April 15, but after that date, he is committed not to resign unless formally released.

**Adelphi College, Garden City, Long Island, N. Y.** Apply for admission to Executive Director, Graduate Division, by April 15. Tuition, \$750. One first-year grant-in-aid; up to 10 hours' work; stipend, \$600. Thirteen assistantships; 10 hours' work; stipend, \$700-1,500. Apply by April 15. Master's in general psychology. Doctoral in experimental and clinical.

**Alabama Polytechnic Institute, Auburn, Ala.** Apply for admission to Dean, Graduate School, by May. Tuition: \$45. Several assistantships; 17 hours' work; stipend, \$100 per month. Other positions available. Apply by May. Master's in experimental, clinical, industrial-personnel, educational, developmental, guidance. For additional information write to Dr. Sherwood C. McIntyre, Dept. of Psych.

**Alabama, University of, University, Ala.** Apply for admission to Dean, Graduate School, as early as possible. Tuition: resident, \$67.50; nr, \$317.50. One or two scholarships; no work; stipend, \$500 ex; apply by March 1 to Dean, Graduate School. Three assistantships; 15 hours' work; stipend, \$833 ex; apply as soon as possible. Master's in clinical and experimental.

**Arizona, University of, Tucson, Ariz.** Apply for admission to Dean, Graduate College, three or four weeks before opening of term. Tuition: resident, \$72; nr, \$422. Indefinite number of scholarships; no work; stipend, ex nr; apply to Dean, Graduate College. One or two assistantships; 14 or more hours' work; stipend, \$400-600; apply by April 1. One part-time position generally available. Master's in general, clinical, experimental, child, educational. Doctoral in educational and educational guidance.

**Arkansas, University of, Fayetteville, Ark.** Apply for admission to Chairman, Dept. of Psych. Tuition: resident, \$150; nr, \$350. Two assistantships; 10-20 hours' work; stipend, \$600-1,200 ex nr; apply by April 15. Master's in general-experimental.

**Baylor University, Waco, Texas.** Apply for admission to Dean, Graduate School, one quarter in advance of the time of beginning the graduate work. Tuition: \$405. One fellowship; no work; stipend, \$720. Eight assistantships; 12-15 hours' work;

stipend, \$540-720. Masters in preclinical, general-experimental, counseling, industrial.

**Boston University, Boston 15, Mass.** Apply for admission to Dean, Graduate School, by April 1. Tuition: \$600. Several scholarships open to all graduate students; stipend varies; hours of work vary. Four teaching fellowships; 8 hours' work; stipend, \$1,000 part ex; first-year students not eligible. Several human relation fellowships; stipend, \$2,000. Eleven assistantships; 15 hours' work; stipend, ex. VA in clinical and counseling. USPHS stipends. Assistantships in sponsored research and other part-time positions available. Apply by April 1 to Dean, Graduate School. Master's without specialization. Doctoral in theoretical and experimental, social and personality, clinical, counseling.

**Bowling Green State University, Bowling Green, Ohio.** Apply for admission to Dean, Graduate School at least three weeks before entrance. Tuition: resident, \$208; nr, \$418. Six assistantships; 15 hours' work; stipend, \$1,000 part ex; apply by May 1. Master's in general-experimental, clinical, industrial.

**Brandeis University, Waltham, Mass.** Apply for admission to Chairman, Graduate School, preferably by May 1. Tuition: \$700. Eight to ten teaching and research assistantships; up to \$2,100; variable hours' work. Twelve scholarships; up to \$700; no work. Two to five students admitted each year. Apply by March 15 to Chairman, Graduate School. Doctoral in general with emphasis on experimental, theoretical, personality, or child.

**Brigham Young University, Provo, Utah.** Apply for admission to Dean, Graduate School, by August 15. Tuition: \$160. Fifty scholarships; no work; stipend, \$160-660 ex; apply to Dean, Graduate School, by April 1. Three assistantships; approximately 12 hours' work; stipend, \$360-720; apply by June 1. No differentiated program for master's.

**British Columbia, University of, Vancouver, B.C., Canada.** Apply for admission to Dean, Graduate School, or Registrar by September 1. Tuition: \$238. Eight assistantships; 8 hours' work; stipend, \$300; apply by September 15. Master's in clinical, general. Doctoral in clinical, general.



**Brooklyn College, Brooklyn 10, N. Y.** Apply for admission to Division of Graduate Studies. Tuition: \$300. Three fellowships; 20 hours' work; stipend, \$1,745. Four assistantships; 10-40 hours' work; stipend, \$500-3,000. Apply before March 1. Master's in general.

**Brown University, Providence 12, R. I.** Apply for admission to Dept. of Psych. or Registrar, Graduate School, by March 1. Tuition: \$672. Several scholarships; no work; stipend, ex. One or two fellowships; no work; stipend, \$1,200 ex; first-year students not usually eligible. Apply by Feb. 15 to Registrar, Graduate School. Twelve assistantships; 10 hours' work; stipend, \$1,000-1,200 ex. Part-time research assistantships available, including summer. Apply by Feb. 15 to Chairman, Dept. of Psych., or Registrar, Graduate School. Master's and doctoral in experimental.

**Bryn Mawr College, Bryn Mawr, Pa.** Apply for admission to Dean, Graduate School, before March 1. Tuition: \$500. Two scholarships; no work; stipend, \$500-1,000. One fellowship; 1½ hours' work; stipend, \$1,700. One assistantship; 20 hours' work; stipend, \$1,500 ex. Two half-time research assistantships in general experimental; stipend \$1,800 ex. Men or women may apply for assistantship. Apply by March 1. Master's in general; doctoral in general-experimental, child, social and personality, and clinical.

**Buffalo, University of, Buffalo 14, N. Y.** Apply for admission to Dean, Graduate School of Arts and Sciences, by March 15. Tuition: \$600. Thirteen assistantships; hours of work vary; stipend, \$500-1,000 ex. VA in clinical. Other positions and clinical internships available. Apply by March 15. Master's in personnel-industrial; and master's and doctoral in general-experimental, clinical, counseling, social, genetic, physiological.

**California, University of, Berkeley 4, Calif.** Apply for admission to Graduate Division and Dept. of Psych., before March 1. Tuition: resident, \$42 per semester; nr, \$150 per semester. Several university scholarships and fellowships available. Five research assistantships; 20 hours' work; stipend, \$1,440 (9 months) (ex for students on basis of grade); new students eligible. Twenty-six teaching assistantships; 20 hours' work; stipend, \$1,500 (9 months) (ex for students on basis of grades). Four

nursery school assistantships and approximately seven research assistantships are available in the Institute of Child Welfare and the Institute for Personality Assessment and Research. Additional part-time positions available on contract research projects. VA in clinical and counseling. USPHS stipends. Apply by March 1 to Dept. of Psych.

**California, University of, Los Angeles 24, Calif.** Apply for admission to the Graduate Division or Chairman, Dept. of Psych., by February 5. Tuition: resident, none; nr, \$300. Ten assistantships; 20 hours' work; stipend, \$1,500 (ex if scholastic record sufficiently good). VA in clinical and counseling. USPHS stipends. Apply by February 5. Master's and doctoral in general-experimental, clinical, counseling, developmental, industrial, personality, social, measurement.

**Carnegie Institute of Technology, Pittsburgh 13, Pa.** Apply for admission to Dean, Humanistic and Social Studies, by March 1. Tuition: \$680. Four scholarships; stipend, ex. Five assistantships; 9-12 hours' work; stipend, ex. Industrial internships available. Men preferred. Apply by March 1 to Dean, Humanistic and Social Studies. Master's and doctoral in experimental, industrial.

**Catholic University of America, Washington 17, D. C.** Apply for admission to Dean, Graduate School. Tuition: \$600. One scholarship; no work; stipend, \$1,000. Three fellowships; 8 hours' work; stipend, \$600. Apply to Secretary-General by March 1. Eight assistantships; 20 hours' work; stipend, \$1,500; apply by March 1. VA in clinical and counseling. USPHS stipends. Other part-time positions available. Master's and doctoral in general, experimental, clinical, counseling and personnel, social, remedial.

**Chicago, University of, Chicago 37, Ill.** Apply for admission to Office of Admissions three months before the quarter. Tuition: \$720. Apply for fellowships and scholarships to Committee on Fellowships and Scholarships before February 15.

**Committee on Educational Psychology:** Six tuition scholarships; no work; stipend, \$720; new students eligible. Fifteen research assistantships; number of hours' work varies; stipend \$750-\$2,500. Apply by February 15 to Committee on Fellowships and Scholarships.

**Committee on Human Development:** Several scholarships; no work; stipend, \$280-720. Three to six fellowships; \$1,000-2,000; no work. Ten to fifteen research assistantships; 20-40 hours' work; stipend, \$750-3,000; entering students not eligible. No teaching assistantships. Other positions available. Doctoral in child, educational, social, personality, with emphasis upon interdisciplinary approaches.

**Department of Psychology:** Twelve to fifteen scholarships; no work; \$300-720. Nine to twelve fellowships; no work; \$870-2,000. Thirty to forty research assistantships; 10-40 hours' work; \$500-3,600 per year. Five to eight teaching assistantships; 15-40 hours' work; \$750-3,600 per year; entering students not eligible. Other positions available through placement service. VA in clinical. USPHS stipends for advanced students. Doctoral in general, biopsychology, personality and psychopathology, social. Master's as optional step in doctoral program.

**Chico State College, Chico, Calif.** Apply for admission to the Registrar by September 1. Tuition: \$37; nr, \$180. One half-time position as test technician; stipend, \$1,000. One resident counselor in men's dormitory; stipend, \$400. Apply by September 1. Master's in counseling and guidance.

**Cincinnati, University of, Cincinnati 21, Ohio.** Apply for admission to Head, Dept. of Psych., by June 1. Tuition: resident, \$300; nr, \$400. One or two scholarships; no work; stipend, ex; first-year students not eligible. Two assistantships; 10-20 hours' work; stipend, \$200-600 ex; new students not eligible. Apply by March 1 to Head, Dept. of Psych., but blank should be obtained from Graduate School Office. Other part-time positions available. Master's in general, theoretical-experimental, personnel. Doctoral in theoretical-experimental.

**City College of New York, New York 31, N. Y.** Apply for admission to Graduate Division of College of Liberal Arts and Sciences, by April 1. Tuition: \$350. Eleven assistantships; 25 hours' work; stipend, \$1,370-1,595. Apply by April 4. Master's in experimental, clinical, and social.

**Clark University, Worcester, Mass.** Apply for admission to Chairman, Dept. of Psych., by March 1. Tuition: \$600. Fourteen scholarships; no work; stipend, \$500 ex. Four fellowships; no

work; stipend, \$400 ex. Twelve assistantships; 15-20 hours' work; stipend, \$600-2,000. VA in clinical. USPHS stipends. Other positions available. Master's and doctoral in genetic, clinical child, learning, experimental psychopathology, clinical, general experimental.

**Colorado A & M College, Fort Collins, Colo.** Apply for admission to Dean, Graduate School, by April 1. Tuition: resident, \$183; nr, \$240. Master's in guidance and counseling.

**Colorado, University of, Boulder, Colo.** Apply for admission to Chairman, Dept. of Psych., by April 1. Tuition: resident, maximum \$188; nr maximum, \$488. Several scholarships; no work; stipend, ex. Several fellowships; no work; stipend, \$1,800 ex; first year students not eligible. Apply by March 1 to Dean, Graduate School. Twenty-two assistantships; up to 20 hours' work; stipend, \$1,100-1,230 ex nr tuition; apply to Chairman by March 1. VA in clinical and counseling. Traineeships in rehabilitation counseling. USPHS stipends. Doctoral in general-experimental, social-personality, clinical, counseling.

**Columbia University, New York 27, N. Y.** Apply for admission to Office of University Admissions before June 1 or November 1. Tuition: \$750.

**Department of Psychology:** GRE required. Two to three scholarships; no work; stipend, approximately \$500. One or two fellowships; no work; stipend, \$1,500-2,000. Apply by February 1 to Admissions Office. Four research assistantships; 20 hours' work; stipend, \$500-600. Nine teaching assistantships; 20 hours' work; stipend, \$1,400 ex; first-year students usually not eligible. Other positions available. Doctoral in experimental, social-personality, tests and measurements, industrial.

**Teachers College, Department of Psychological Foundations and Services:** Apply for admission to Admissions Office, Teachers College, by April 15 for clinical, counseling, personnel, and school psychologist programs, by August 1 for all others. Tuition: \$25 per point. About 60 college scholarships; no work; stipend \$200-3,000; apply by February 1 to Committee on Fellowships and scholarships. Seventeen to 20 assistantships; hours of work and stipends vary, 8 points ex if stipend exceeds \$1,000. Other part-time positions available. VA in clinical and counseling. USPHS stipends in clinical. OVR

stipends in rehabilitation counseling. Master's in developmental, educational, and social psychology, tests and measurements, psychology of school subjects, guidance in elementary schools, and personnel technician. Two-year diploma programs in remedial reading, vocational counselor in community agencies, and rehabilitation counselor. Doctoral in clinical, counseling, developmental, educational, personnel, school, social, tests and measurements, and group procedures and development.

**Connecticut College**, New London, Conn. Apply for admission to Chairman, Dept. of Psych., by April 1. Tuition: \$830. Two scholarships; 3 hours' work; stipend, ex. Three assistantships; 20 hours' work; stipend, \$1,200 ex. Apply by April 15. Other part-time positions available. Master's in experimental, general, theoretical, child and developmental, social and personality. Women only.

**Connecticut University of**, Storrs, Conn. Apply for admission to Dean, Graduate School, by April 1. Tuition: \$150. Twelve assistantships; 18 hours' work; stipend, \$1,327. USPHS and VA in clinical. Other positions available. Apply by April 1. Master's and doctoral in clinical, general-experimental, social.

**Cornell University**, Ithaca, N. Y. Apply for admission to Dean, Graduate School.

*Department of Psychology*: Tuition: \$750 plus fees. Two scholarships; no work; stipend, \$200-400 ex. One fellowship; no work; stipend, \$1,200 ex; first-year students not eligible; men preferred. University Fellowships open to students in all fields. Eighteen Junior Fellowships; stipend, \$1,520-1,920. Thirty tuition scholarships. Thirteen assistantships; 20 hours' work; stipend, \$1,025 ex. Apply by February 15 to Dean, Graduate School. Master's and doctoral in comparative, differential and psychological tests, experimental, experimental psychopathology, history of psychology and systematic psychology, industrial, personality and social.

*School of Education*: Tuition: \$300. Four assistantships in College Reading Laboratory, University Testing and Service Bureau, General Psychology; 20 hours' work; stipend, \$1,800. Apply by February 15 to Dr. M. D. Glock, 217 Stone Hall. University Fellowships and Tuition Scholarships. Apply by February 15 to Dean, Graduate School. Master's and doctoral in educational psychology.

*Department of Child Development and Family Relationships*: Tuition: \$300. One or two scholarships; no work; stipend, \$300 ex. Two fellowships; no work; stipend, \$1,000-3,000. Apply by February 17 to Dean, Graduate School. Eight or nine assistantships; 20 hours' work; stipend, \$1,200-1,600 ex. Apply by February 17 to Dr. Alfred L. Baldwin. Master's and doctoral in child development and family relationships.

**Dalhousie University**, Halifax, N. S., Canada. Apply for admission to Registrar by September 15. Tuition: \$150. University fellowships and scholarships available; apply to Dean of Faculty of Graduate Studies by April 1. One assistantship; 4 hours' work; stipend, \$250; apply by September 15. Master's in clinical.

**Delaware University of**, Newark, Del. Apply for admission to Dean, Graduate School, by April 1. Tuition: \$13 per credit hour. Nine assistantships; 20 hours' work; stipend, \$1,200-1,400 ex; apply by March 1. Other part-time positions available. Program not specialized for master's.

**Denver University of**, Denver 10, Colo. Apply for admission to Dean, Graduate College, at least three months before opening. Tuition: \$495. Three assistantships; 10 hours' work; stipend, \$600. Master's in experimental-general, clinical, counseling. Doctoral in experimental-general, clinical, counseling, educational psychology.

**De Paul University**, Chicago, Ill. Apply for admission to Dean, Graduate School, one month before quarter opening. Tuition: \$17.00 per course hour. One assistantship; 15 hours' work; stipend, \$900 ex. Apply by July 1. Master's only.

**DePauw University**, Greencastle, Ind. Apply for admission to Chairman, Dept. of Psych. Tuition: \$600. One assistantship; 12 hours' work; stipend ex. Apply by May 1. Master's in experimental, counseling and guidance.

**Detroit University of**, Detroit 21, Mich. Apply for admission to Dean, Graduate School, three weeks before beginning of semester. Tuition: \$15 per credit hour. Five or six fellowships; 18 hours' work; stipend, \$1,150 ex. One or two assistantships; 9 hours' work; stipend, \$650 or hourly basis. Men preferred. Apply by April 1 to Dean, Grad-



uate School. Master's in general-theoretical, industrial, clinical.

**Drake University**, Des Moines 11, Iowa. Apply for admission to Dean of Graduate Instruction by May 30. Tuition: \$500. Master's in experimental and general.

**Duke University**, Durham, N. C. Apply for admission to Dean, Graduate School, by March 1. Tuition: \$450 plus \$120 fees. Several scholarships and fellowships requiring less than six hours. Department assistantships with hours of work varying according to stipend level; stipend, \$600-1,800. Several research assistantships, variable stipend. VA in clinical and counseling. USPHS stipends. Other stipends available for both clinical and non-clinical students. Apply by March 1 to Dean, Graduate School. Master's in general psychology; Doctorate in general-experimental, clinical, counseling, industrial, social, and psychometrics.

**Emory University**, Emory University, Ga. Apply for admission to Dean, Graduate School, Tuition: \$600. PhD fellowships; stipend, \$1,600-2,000. PhD assistantships;  $\frac{1}{3}$  time; stipend, \$1,600. MA fellowships \$1,000-1,600; MA assistantships; stipend \$800-1,200. Other part-time work available. Apply, Dean, Graduate School by February 15. Master's and doctoral in general with emphasis on research.

**Florida State University**, Tallahassee, Fla. Apply for admission to Dean, Graduate School, and Registrar's Office three weeks prior to registration. Fees: resident, \$150; nr, \$350. Five fellowships; no work; stipend, \$600-1,600. Fourteen assistantships; 8-12 hours' work; stipend, \$900 ex nr; first-year students not eligible. Apply by March 15. VA in clinical. Other part-time positions available. Master's and doctoral in general-experimental, clinical, guidance, child development.

**Florida, University of**, Gainesville, Fla. Apply for admission to the Registrar by August 15, and write to the Head, Dept. of Psychology. Tuition: resident, \$150; nr, \$500. Fellowships; no work; stipend, \$900 ex; apply by March 15 to Dr. C. F. Byers. Eight assistantships; 15 hours' work; stipend, \$1,200 ex; apply by March 15. VA in clinical and counseling. Other appointments occasionally available. Master's in general. Doctoral in experimental, clinical, and counseling.

**Fordham University**, New York, Bronx 58, N. Y. Apply for admission to Registrar, Graduate School of Arts and Sciences, by June 1. Tuition: approximately \$500. Eleven assistantships; 15 hours' work; stipend, \$800 ex. Apply by March 1 to Registrar, Graduate School. Master's in experimental, clinical-abnormal, measurement-statistical, personality-social, industrial-personnel. Doctoral in experimental, clinical-abnormal, measurement-differential.

**Fresno State College**, Fresno 4, Calif. Apply for admission to Chairman, Dept. of Psych. Tuition: Fee only. Clinical externships and internships. Apply by September. Master's.

**George Peabody College for Teachers**, Nashville 5, Tenn. Apply for admission to Admissions Officer and to Dr. Nicholas Hobbs. Application papers must be complete one quarter prior to quarter of entrance. Tuition: \$360. Several scholarships; no work; stipend, \$500-650; apply before March 1 to Chairman, Scholarship Committee. Four assistantships; 10 hours' work; stipend, \$1,500. Five fellowships in mental deficiency program; grant of \$2,000 per year for three years. For fellowships and assistantships apply to Dr. Hobbs by March 1. VA in counseling. Master's in guidance, educational, special education. Doctoral in counseling, educational, child clinical.

**George Pepperdine College**, Los Angeles 44, Calif. Apply for admission to Head, Dept. of Psych., by August 1. Tuition: \$480. Three scholarships; no work; stipend, half ex. Two fellowships; 10 hours' work; stipend, ex. One assistantship; 10 hours' work; stipend, \$200 ex. Part-time positions as resident counselors in dormitories available. Apply by August 1. Master's in clinical.

**George Washington University**, Washington 6, D. C. Master's applicants apply for admission to Admissions Office; Doctoral applicants to Chairman, Graduate Council, by July 1. Tuition: \$16 per semester hour credit. Two assistantships; 10-15 hours' work; stipend \$540. One teaching fellowship; 15-20 hours' work; stipend \$1,320 ex; first-year students not eligible. Part-time extension teaching available to several doctoral students. Five traineeships in Rehabilitation Counseling; no work; stipend \$1,600. For assistantships, fellow-

ships, and traineeships apply to Executive Officer, Department of Psychology. Master's in measurement, clinical, counseling, experimental, personnel, social, and personality. Doctoral in measurement, abnormal, counseling, experimental, personnel, and social.

**Harvard University**, Cambridge 38, Mass. Apply for admission by May 1 to Dean, Graduate School of Arts and Sciences. Women apply to Graduate School, Radcliffe College, Cambridge 38, Mass. Tuition: \$700.

*Department of Psychology*: Four scholarships; no work; stipend, \$400-1,900; apply to Dean, Graduate School of Arts and Sciences (Harvard or Radcliffe), by February 1. Twelve assistantships; 8-20 hours' work; stipend, \$500-1,500; first-year students eligible if qualified; apply Chairman, Department of Psychology, by May 1. Doctorate in experimental and physiological.

*Department of Social Relations*: Eleven scholarships; no work; stipend, \$700-2,000; apply to Dean, Graduate School of Arts and Sciences (Harvard or Radcliffe) by February 1. Twelve assistantships; 8-24 hours' work; stipend, \$360-2,160; first-year students not ordinarily eligible. VA and USPHS in clinical. Doctorate in social and clinical.

*Graduate School of Education*: Two scholarships; no work; stipend, \$500-2,000. Apply to Chairman, Committee on Financial Aid, Harvard School of Education, by April 1. Two to three research assistantships in the Laboratory of Human Development; stipend, \$800-1,600. First-year students, ordinarily not eligible. Apply to Director, Laboratory of Human Development. Doctorate in human development.

**Hawaii, University of**, Honolulu 14, T. H. Apply for admission to Dean, Graduate School, two weeks before beginning of term. Tuition: \$190. Four assistantships; 20 hours' work; stipend, \$1,590 ex. Apply by April 15 to Dean of Faculties. Master's in general.

**Houston, University of**, Houston, Texas. Apply for admission to Chairman, Dept. of Psych., by March 15. Tuition: \$450. Five fellowships; 6 hours' work; stipend, \$1,000; first-year students not eligible. Fifteen assistantships; 10-20 hours' work; stipend, \$360-720. Apply by June 1. Master's in general, counseling, and psychometrics.

Doctoral in clinical, educational, counseling, business and industrial.

**Howard University**, Washington 1, D. C. Apply for admission to Office of Admissions. Tuition: \$213. Scholarships and fellowships \$247-663; apply to Dean of Graduate School, preferably by April 15. Three assistantships: 15-20 hours' work, stipend \$1,100; apply to Head of Department. Master's in general-experimental.

**Idaho, University of**, Moscow, Idaho. Apply for admission to Dean, Graduate School, by end of spring term. Tuition: None. One assistantship; 15 hours' work; stipend, \$900. Two psychometric clerk positions on an hourly basis available. Master's in general, guidance and counseling.

**Illinois Institute of Technology**, Chicago 16, Illinois. Apply for admission to Office of Admissions before July 1 or December 1. Tuition: \$690. One assistantship, 14 hours' work, stipend, \$1,167. Other part-time positions available. Master's in general-experimental, industrial, preclinical. Doctoral in experimental, industrial, physiological, personality.

**Illinois, University of**, Urbana, Ill. Apply for admission to Director of Admissions and Records by March 1. Tuition: resident, \$130; nr, \$350. Two to six fellowships; no work, stipend, \$1,200 ex; apply by February 15 to Dean, Graduate College. Forty assistantships; 20 hours' work; stipend, \$1,500-1,600 ex; apply by March 1. VA in clinical and counseling. USPHS stipends. Other positions available. Doctoral in general experimental, industrial, clinical and counseling, social, personality, psychometrics, school psychology, human engineering.

**Indiana University**, Bloomington, Indiana. Tuition: resident, \$4.75 per credit hour, nr, \$13 per credit hour. Assistants and teaching associates are considered as residents.

*Department of Psychology*: Six teaching assistantships, 4-6 credit hours teaching, stipend, \$1,500; eleven research assistantships; 20 hours' work; stipend, \$1,200-1,500; twenty-one graduate assistantships, 12-15 hours' work; stipend, \$1,200. VA and USPHS programs in clinical. Other part-time positions available. Apply by March 15 to Admissions Committee, Department of Psychology, or Dean of

the Graduate School. Master's and doctoral in experimental, measurement and statistics, and clinical.

*School of Education:* Assistantships, fellowships, teaching associateships; 15 hours' work; stipend, \$750-1,200. Apply March 1 and later to Dean of Education or Dean of the Graduate School. Eighty counseling assistantships in men's and women's residence halls, approximately half-time work, for room, board, remission of fees. Apply February 1 through May 1 to Director, Counseling and Activities, Men's or Women's Halls. Master's and doctoral in educational, counseling.

**Iowa State College, Ames, Iowa.** Apply for admission to The Graduate College, 30 days before opening of quarter. Tuition \$198. Ten assistantships; 8-15 hours' work; stipend, \$750-1,575, ex \$42 per quarter. Other part-time positions available. Apply by April 15 to Dean, Graduate College. Master's with some specialization in: experimental, guidance and counseling, industrial, measurement and evaluation, and human engineering.

**Iowa, State University of, Iowa City, Iowa.** Tuition: resident, \$156; nr, \$256.

*Department of Psychology:* Apply for admission to the Office of the Registrar. One to three scholarships; no work; stipend, ex; women preferred. One to three fellowships; no work; stipend, \$270 ex. Fifteen assistantships; 20 hours' work; stipend, \$1,260-1,500 ex; men preferred. Apply by March 1 to Dean, Graduate College. VA in clinical and counseling. USPHS stipends. Other positions available. Master's and doctoral in experimental, clinical, personnel counseling.

*Iowa Child Welfare Research Station:* Apply for admission to Director, Iowa Child Welfare Research Station, by March 15. Nineteen assistantships; 10-20 hours' work; stipend, \$630-1,500 ex. Other positions available. Master's and doctoral in child psychology and group guidance of children.

**Johns Hopkins University, The, Baltimore 18, Md.** Apply for admission to Director of Admissions by March 1. Tuition: \$800. Ten to fifteen scholarships; stipend, ex. Apply by March 1 to Director of Admissions. Eight to twelve assistantships; 4-20 hours' work; stipend, \$225-1,500. Scholarships usually awarded to assistants. Men preferred. Apply by March 1. Master's program predoctoral. Doctoral in physiological, social, per-

sonality and abnormal, experimental, educational, and industrial.

**Kansas City, University of, Kansas City 10, Mo.** Apply for admission to Director of Admissions by September 1. Tuition; \$14 per semester hour. Three fellowships; 20 hours' work; stipend, \$800 ex. Apply by July 1 to Dean, College of Liberal Arts. Master's.

**Kansas State College, Manhattan, Kansas.** Apply for admission to Dean, Graduate School by August 1. Tuition: resident, \$125; nr, \$175. Eight assistantships; 22 hours' work; stipend, \$1,350. Apply by April 1 to Dean, Graduate School. Master's in social, industrial, counseling, general-experimental.

**Kansas State Teachers College of Emporia, Emporia, Kansas.** Apply for admission to Chairman, Graduate Division, before registration. Tuition: resident, \$114; nr, \$188. One or two fellowships; research project; stipend, \$500. Apply by June 1 to Chairman, Graduate Division. Master's in special education, school, educational, general.

**Kansas, University of, Lawrence, Kansas.** Apply for admission to Committee on Graduate Admissions by March 31. Tuition: for clinical, resident, \$180; nr, \$400. For nonclinical, resident, \$115; nr, \$265. Number of scholarships varies; no work; stipend, \$600; apply by March 1 to Dean, Graduate School. Fellowships; no work; stipend, \$800-1,000 ex. Nine assistantships; 20 hours' Work; stipend, \$1,200-1,400. Apply by March 31 to Committee on Graduate Admissions. VA in clinical and counseling. USPHS stipends. Other part-time positions available. Master's in general, social, industrial, physiological, child. Doctoral in clinical in addition to above.

**Kent State University, Kent, Ohio.** Apply for admission to Dean, Graduate School. Tuition: resident, \$187; nr, \$262. Four assistantships; 18 hours' work; stipend, \$900 ex. Apply by March 1. Master's in clinical, experimental, social and personality.

**Kentucky, University of, Lexington, Ky.** Apply for admission to Admissions Office by March 1. Tuition: resident, \$130; nr, \$250. Scholarships; stipend, \$600-2,000 ex nr. Apply by March 15 to Dean, Graduate School. Assistantships; 15-20 hours' work; stipend, \$900-1,200 ex nr; apply by



March 1. VA in clinical. Other positions available. Master's in general, clinical, speech pathology. Doctoral in clinical, general experimental, counseling, speech pathology.

**Lehigh University**, Bethlehem, Pa. Apply for admission to Office of Admissions by May 31 or December 31. Tuition: \$25 per credit hour. Eight assistantships; 20 hours' work; stipend, \$1,200-1,400 ex. Other part-time positions available. Apply by April 30 to Office of Admissions. Master's in clinical, experimental, industrial. Doctoral in general.

**Long Island University**, Brooklyn, New York. Apply for admission to Office of Admissions, Graduate School. Tuition: \$20 a credit. Assistantships; stipend \$750 ex. Apply to Chairman, Department of Psychology. Masters in general-experimental, preclinical and school psychology.

**Louisiana State University**, Baton Rouge, La. Apply for admission to Dept. of Psych. by June 1. Tuition: resident, \$60; nr, \$120. Eleven assistantships; 12-15 hours' work; stipend, \$800-1,500 ex. Apply by March 15. Master's in general-experimental, abnormal, industrial, and social. Doctoral in clinical, general-experimental.

**Loyola University**, Chicago 11, Ill. Apply for admission to Dean, Graduate School. Tuition: \$52.50 per course. Four scholarships; 20 hours' work; stipend, ex for MA; women preferred. Two fellowships; 20 hours' work (or equivalent teaching); stipend, \$1,200 ex half; first-year students not eligible. Four assistantships; 20 hours' work; stipend, \$800-1,000 ex half. Apply by April 1 to Dean, Graduate School. Other part-time positions. Master's in general-experimental, clinical-personality, industrial-social, guidance-counseling. Doctoral in general-experimental, clinical-personality, industrial-social.

**McGill University**, Montreal 2, P. Q., Canada. Apply for admission to Chairman, Dept. of Psych., by April 1. Tuition: \$300. Fifteen assistantships; 8-10 hours' work; stipend, \$500-1,000 for eight months, \$1,200-2,100 for eleven months. Master's in clinical, human experimental, industrial, comparative and physiological, social. Doctoral in human experimental, comparative and physiological, industrial, measurement.

**Maine University of**, Orono, Maine. Apply for admission to Dean, Graduate Studies, by July 1.

Tuition: resident, \$316; nr, \$551. Two university scholarships; no work; stipend, ex; apply by April 10 to Dean, Graduate Studies. One assistantship; 15 hours' work; stipend, \$1,200 ex; women with nursery or kindergarten experience required; apply by July 1. Master's in experimental, clinical, vocational.

**Marshall College**, Huntington, W. Va. Apply for admission to Dean, Graduate School, by July 1. Tuition: resident, \$85; nr, \$385. Master's in general, pre-clinical.

**Maryland, University of**, College Park, Md. Apply for admission to Head, Dept. of Psych., by April 1. Tuition: \$200. Twelve to sixteen assistantships in department, Counseling Center, contractual research, and aviation research; 20 hours' work; stipend, \$1,350 ex for some. VA in counseling. Other positions available. Master's in general. Doctoral in applied experimental, social, counseling, industrial, quantitative.

*Institute for Child Study*: Two or three foundation fellowships; stipend, \$3000, tax-exempt. Four or five graduate assistantships; stipend, \$1200. Apply by February 1, Chairman, Committee on Fellowships, Institute for Child Study.

**Massachusetts, University of**, Amherst, Mass. Apply for admission to Dean, Graduate School, by March 1. Tuition: resident, \$100; nr, \$220. Five fellowships; 20 hours' work; stipend, \$1,400 ex. Six assistantships; up to 20 hours' work; stipend, up to \$1,400. Apply by March 1. Master's in general. Doctoral in general-experimental, clinical, counseling and guidance, industrial, social.

**Miami, University of**, Coral Gables, Fla. Apply for admission to Chairman, Dept. of Psych., by September 1. Tuition: \$550. Three assistantships; 12 hours' work; stipend, \$750 usually ex; first-year students seldom eligible. Other part-time positions available. Apply by June 1. Master's in clinical, experimental.

**Michigan State University**, East Lansing, Michigan. Apply for admission to Committee on Admissions, Department of Psychology, before April 1. Scholarships vary: stipend, ex. Fellowships vary: stipend, ex. Apply by March 15. Nine assistantships: 20 hours' work; stipend, \$1,600-1,700. Several part-time Instructorships; VA in clinical. Other positions available. Master's in experimental, social and personality, child and

developmental, tests and measurements, industrial, applied social. Doctoral in experimental, child and developmental, social and personality, clinical, counseling, tests and measurements, industrial, applied social.

**Michigan, University of, Ann Arbor, Mich.** Apply for admission to Chairman, Committee on Graduate Studies, Dept. of Psychology, by February 1. Tuition: resident, \$200; nr, \$470. Two to four scholarships; no work; stipend, ex. Two to four fellowships; no work; stipend, \$500-1,700. Apply by February 1 to Horace H. Rackham School of Graduate Studies. Twenty research or teaching assistantships: 10-20 hours' work; stipend, \$1,000-1,740. Twenty teaching fellowships; 20 hours' work; stipend, \$1,620 part ex. VA in clinical and counseling. USPHS stipends. Other part-time positions available. Apply to Chairman, Committee on Graduate Studies, Department of Psychology, by February 1. Doctoral in general, experimental (including physiological and sensory), social, personality, clinical, counseling, tests, measurements and statistics, industrial.

**Minnesota, University of, Minneapolis 14, Minn.** Apply for admission to Graduate School at any time. Tuition and fees: resident, \$180; nr \$372. Assistants pay resident tuition.

*Department of Psychology:* Fifteen teaching assistantships; 10-20 hours' work; stipends, \$752-1,503. Apply by February 15 to Dept. of Psych. Twenty research assistantships; 20 hours work; stipend, \$1,503. VA in clinical and counseling. USPHS stipends. Numerous other part-time psychological positions on campus, for list of which write Dr. Paul E. Meehl, Dept. of Psych. Master's and doctoral in all fields of psychology.

*Institute of Child Welfare:* Nine assistantships; 12 hours a week; stipend, \$1,002. Apply to Dr. Dale B. Harris, Director. Master's and doctoral in child and developmental.

**Mississippi, University of, University, Miss.** Apply for admission to Dean, Graduate School, by August 1. Tuition: resident, \$105; nr, \$200. Several scholarships; no work; stipend, \$800 ex nr fee; apply by March 1 to Dean, Graduate School. Three assistantships; 9-12 hours' work; stipend, \$600-900 ex nr fee; apply by July 1. Master's in experimental, physiological and comparative, clinical.

**Missouri, University of, Columbia, Mo.** Apply for admission to Director of Admissions and to Chairman, Dept. of Psych. by May 1 or November 1. Tuition: resident, none; nr, none for graduate work; but fees are \$160. Several fellowships; stipend, \$700. Scholarships; stipend, \$500. Apply by March 1 to Dean, Graduate Faculty. Teaching assistantships, research assistantships, instructorships, counselors;  $\frac{1}{4}$  to  $\frac{1}{2}$  time; \$1,000 to \$1,500; apply by May 1 to Department Chairman. VA in counseling. Matser's in general, child guidance, psychometrics. Doctoral in experimental, personality theory, counseling-guidance, clinical.

**Montana State University, Missoula, Mont.** Apply for admission to Dean, Graduate School, by September 1. Tuition: resident, \$130; nr, \$205. Master's in clinical, general.

**Montréal, Université de, Montréal 2, P. Q., Canada.** Apply for admission to Secrétaire-adjoint à l'Immatriculation by August 1. Tuition: resident, \$300; nr, \$360. Two scholarships; no work; stipend, \$1,000-3,000. One fellowship; no work; stipend, \$3,000. Apply by May. Three assistantships; 15 hours' work; stipend, \$1,000-1,400; first year students not eligible; apply by January. Other part-time positions available, but first-year students not eligible. Master's in experimental, child and development, projective techniques, mental deficiency. Doctoral in clinical, social, tests and measurements, counseling.

**Nebraska, University of, Lincoln, Neb.** Apply for admission to Dean, Graduate College, by March 15. Tuition: resident, \$160; nr, \$320.

*Department of Psychology:* Ten assistantships; 12 hours' work; stipend, \$900 ex; apply by March 15. VA in clinical. Other positions available. Doctoral in general-experimental and clinical.

*Department of Educational Psychology and Measurements.* Assistantships and part-time instructorships. Doctoral in educational.

**Nevada, University of, Reno, Nevada.** Apply for admission to Director of Admissions by August 15 or January 5. Tuition: resident, none; nr, \$270. Master's, not specialized.

**New Brunswick, University of, Fredericton, N. B., Canada.** Apply for admission to Dean of Graduate School, by May 1. Tuition: \$225. One or two assistantships; 8 hours' work; stipend, \$500 ex. Apply by May 1 to Dean of Graduate School.

Master's in experimental, social, educational, theoretical.

**New Hampshire, University of, Durham, N. H.** Apply for admission to Chairman, Dept. of Psych., by May 1. Tuition: resident, \$300; nr, \$600. Unspecified number of scholarships; no work; stipend, ex; apply by April 1 to Dean. One assistantship; 20 hours' work; stipend, \$1,200 ex. Men preferred. Apply by May 1. Master's in clinical and counseling.

**New Mexico Highlands University, Las Vegas, N. M.** Apply for admission to Registrar one month prior to entrance. Tuition: resident, \$55 per quarter; nr, \$90 per quarter. Matriculation fee \$5. Several assistantships; 3 hours' work; stipend, \$300. Other part-time positions available. Master's in clinical, child.

**New Mexico, University of, Albuquerque, N. M.** Apply for admission to Dean, Graduate School, one month before registration date. Tuition: resident, \$91; nr, \$191. Four assistantships; 15-20 hours' work; stipend, \$1,300 ex nr fee; apply by March 1 to Dean, Graduate School. Master's.

**New School for Social Research, Graduate Faculty of Political and Social Science, New York 11, N. Y.** Apply for admission to Student Adviser, Graduate Psychology Department. Tuition: \$20 per credit point. Scholarships; stipend, ex; apply by April 30 to Graduate Faculty Registrar. One assistantship; 40 hours' work; stipend, \$2,000 ex; first-year students not eligible; apply to Dr. Mary Henle, Professor of Psychology. Master's and doctoral in general-experimental emphasizing the fields of social, personality, perception, learning and motivation.

**New York University Graduate School of Arts & Sciences, New York 3, N. Y.** Apply for admission to Head, Dept. of Psych., by March 15. Tuition: \$600. Some university scholarships and fellowships. Twenty-five assistantships; 20 hours' work; stipend, \$800-1,200 ex for three courses a year; apply by March 1. VA in clinical and counseling. Other positions available. Master's in industrial. Doctoral in clinical, social, general-experimental, industrial and personnel, counseling.

**North Carolina State College, Raleigh, N. C.** Apply for admission to the Dean, Graduate School, thirty days before opening of semester. Tuition:

resident, or nonresident with assistantship, \$278; nonresident without assistantship, \$488. Eight assistantships; 20 hours' work; stipend, \$1,200. Master's in industrial psychology.

**North Carolina, University of, Chapel Hill, N. C.** Apply for admission to Dean, Graduate School, by March 1. Tuition: resident, \$150; nr, \$500. One university scholarship; no work; stipend, \$900 ex nr. Thirteen to twenty teaching and research assistantships; 10-20 hours' work; stipend, \$684-1,500 ex tuition. Apply by March 1 to Dean, Graduate School. VA in clinical. USPHS stipends. Other positions available. Master's and doctoral in general-experimental, social, psychometric, clinical.

**North Dakota, University of, Grand Forks, N. D.** Apply for admission to Dean, Graduate School, two months before admission. Tuition: per semester, resident, \$45; nr, \$75. Two teaching assistantships; stipend, \$1,200. Apply to Head, Dept. of Psych. Master's in experimental research and teaching, counseling and guidance, clinical. Doctoral in experimental research and teaching, clinical.

**Northwestern University, Evanston, Ill.** Apply for admission to Dean, Graduate School. Tuition: \$585. Two or three scholarships; no work; stipend, \$585. One or two fellowships; no work; stipend, \$1,000 ex; first-year students not eligible. Nine assistantships; 12-15 hours' work; stipend, \$1,050 ex. Apply by March 1 to Dean, Graduate School. VA in clinical. USPHS stipends. Other part-time positions available. Doctoral in experimental, social, clinical.

**Oberlin College, Oberlin, Ohio.** Apply for admission to Dean. Tuition: \$650. One scholarship; no work; stipend, ex; apply by March 15 to Dean, College of Arts and Sciences. One assistantship; 10-17 hours' work; stipend, \$1,500 ex half-schedule; apply by March 15. Master's in experimental.

**Occidental College, Los Angeles, Calif.** Apply for admission to Chairman, Dept. of Psych., before April 15. MAT required. Tuition: \$700. Master's in experimental, clinical-counseling, psychological testing.

**Ohio State University, Columbus 10, Ohio.** Apply for admission to Entrance Board by February 1. Tuition: resident \$189; nr, \$564. Three



or four scholarships; no work; stipend, \$900 to \$1,100. One or two fellowships; no work; stipend \$1,300. First-year students not eligible. Apply to Graduate School by February 15. Twenty-six assistantships; 25 hours' work; stipend, \$1,800. First-year students rarely eligible. Seventeen assistantships, 15 hours' work; stipend \$1,200; first-year students eligible; apply by February 15. VA in clinical and counseling. USPHS stipends. OVR Counseling. Other positions available. All students pay resident fee of \$189, but those on university appointment are exempt from the additional nonresident fee of \$375. Master's and doctoral in general, clinical, industrial, counseling, educational, statistics, social.

**Ohio University, Athens, Ohio.** Apply for admission to Director of Admissions one month before beginning of term. Tuition: resident, \$135; nr, \$345. Six to eight assistantships; 18 hours' work; stipend, \$1,400 ex for first-year students and \$1,500 ex for second-year students. Other part-time positions available. Apply by March 1 to Dean, Graduate School. Master's with some emphasis in special fields.

**Oklahoma Agricultural and Mechanical College, Stillwater, Okla.** Apply for admission to Dean, Graduate School, before April 1. Tuition: resident, \$168; nr, \$264. Two assistantships; 10 hours' work; stipend, \$1,605, first-year students not eligible. Men preferred. Apply by April 1. Master's in educational, industrial, and student personnel. Doctoral in educational and student personnel.

**Oklahoma University of, Norman, Okla.** Apply for admission to Office of Admissions and Records by March 1. Tuition: resident, \$168, nr, \$432. Two or three scholarships; stipend not specified. One fellowship; stipend not specified. Seven assistantships; 20 hours' work; stipend, \$1,200-1,500. Apply by March 1. Master's in personnel, and experimental-theoretical. Doctoral in experimental-theoretical, and clinical.

**Omaha, The University of, Omaha 1, Neb.** Apply for admission to Chairman, Committee on Graduate Studies, preferably one month prior to first day of class. Tuition: resident, \$240; nr, \$360. Two assistantships; 20 hours' work; stipend, \$1,200; first-year students not eligible. Other part-time positions available. Apply by September

1 to Dean. Master's in clinical, educational, general, applied.

**Oregon, University of, Eugene, Oregon.** Apply for admission to Chairman, Dept. of Psych. Tuition: \$165. One teaching fellowship; 15 hours' work; stipend, \$1,200; first-year students not eligible. Seven teaching assistantships and nine research assistantships; stipend, \$900-1,000, all ex, except for \$61.50 fees. Apply by March 15. Master's and doctoral in general-experimental, social, personality, counseling, and clinical.

**Ottawa, University of, Ottawa, Ont., Canada.** Apply for admission to the Registrar by June 1. Tuition: \$300 approximately. Two assistantships; approximately 20 hours' work; stipend, \$1,000; first-year students not eligible; part-time teaching positions; apply by April 1. Master's, psychology and education; and doctoral in clinical, counseling, educational, child.

**Pacific University, Forest Grove, Oregon.** Apply for admission to Director of Admissions not later than four weeks before first day of instruction. Tuition: \$550. Master's in clinical, visual.

**Pennsylvania State University, University Park, Pa.**

*Department of Psychology:* Apply for admission to Dean of Admissions by April 1. Tuition: resident, \$113; nr, \$223. Six scholarships; 5 hours' work; stipend, ex. Four to six fellowships; no work; stipend, \$1,000-1,800 ex. Twenty assistantships; 10-20 hours' work; stipend, \$590-1,180 ex. Commonwealth Traineeships; four at \$1,500 for first year, no work; twelve at \$2,160-2,540, 20 hours' work in State institutions. VA in clinical and counseling. USPHS stipends. Other part-time work available. Master's and doctoral in general, experimental, educational, child development, business, industrial, comparative, social, clinical, counseling.

*Department of Child Development and Family Relationships:* Apply for admission to Dean, College of Home Economics, by March 1. Tuition: resident, \$113 per semester; nr, \$223 per semester. Three research assistantships; 20 hours' work; stipend, \$1,180 ex. Three teaching assistantships; 20 hours' work; stipend, \$1,180 ex. Other positions available. Apply by March 1 to Dean, College of Home Economics. Master's and doctoral in child development and family relationships.

**Pennsylvania, University of, Philadelphia 4, Pa.** Apply for admission to Dean, Graduate School by February 20. Tuition: \$800 (\$34 per semester credit). Scholarships; no work; stipend, \$400 ex. Fellowship; no work; stipend, \$200-1,000 ex. Apply by February 20 to Dean, Graduate School. Eighteen laboratory and research assistantships; 8-20 hours' work; stipend, \$1,100 ex; apply by February 20 to Chairman, Dept. of Psych. VA in clinical and counseling. USPHS stipends. Commonwealth of Pennsylvania clinical traineeships. Other positions available. Master's in general. Doctoral in general-experimental, clinical, vocational and industrial, speech correction, personnel, social.

**Pittsburgh, University of, Pittsburgh 13, Pa.** Apply for admission to Chairman, Admissions Committee, by March 1. Tuition: \$16 per semester credit hour. Two fellowships; no work; stipend, \$1,000. Thirteen research assistantships; 20 hours' work; stipend, \$1,530-2,000 occasionally ex. Six teaching assistantships; 6 class hours' work; stipend \$1,200 ex; first-year students below MA level not eligible. Commonwealth of Pennsylvania traineeships in clinical. Four research assistantships in physiological and comparative; stipend, \$1,800. VA in clinical. USPHS stipends. Apply by March 1. Master's and doctoral in general-experimental, educational, personality, social, clinical, counseling, measurement, industrial.

**Portland, University of, Portland 3, Oregon.** Apply for admission to Dean, Graduate School. Tuition \$420. Four scholarships; 0-5 hours' work; stipend, ex. Four half-tuition scholarships; 0-5 hours' work; stipend, half ex. Two scholarships; 0-10 hours' work; stipend, \$600 ex. One assistantship; 12 hours' work; stipend, \$1,200 ex. One assistantship; 12 hours' work; stipend, \$900 ex. One assistantship; 10 hours' work; stipend, \$1,200. First year students usually not eligible for these assistantships. One counseling assistantship in a woman's residence hall, approximately half-time work, for room, board, remission of fees. Apply by July. Master's in child, clinical, counseling, educational, general-experimental. Doctoral in clinical, counseling, school.

**Princeton University, Princeton, N. J.** Apply for admission to Dean, Graduate School, by March 1. Tuition: \$600. One or two scholarships; no work; stipend, ex. Two or three fellowships; no work; stipend, \$400-1,000 ex. Four assistant-

ships; maximum 20 hours' work; stipend, \$900-1,100 ex. Two Educational Testing Service fellowships; 15 hours per week in-service training; stipend, \$2,500. Apply by March 1 to Dean, Graduate School. Master's not specialized. Doctoral in physiological and experimental, social, psychometrics, personality and abnormal, and perception.

**Purdue University, Lafayette, Ind.** Apply for admission to Dean, Graduate School, by April 1. Tuition: resident, \$160, nr, \$470. Two scholarships; no work; stipend, \$500 ex except \$60; first-year students only. Fifteen fellowships; 0-20 hours' work; stipend, \$1,400 ex except \$60; first-year students not eligible; men preferred. Nineteen assistantships; 20 hours' work; stipend, \$1,500 ex except \$60. Apply to Dean, Graduate School, by April 1. VA in clinical and counseling. USPHS stipends. Other positions available. Master's in experimental, child, clinical, industrial, educational, measurement, social. Doctoral in industrial, clinical, counseling, school clinical, experimental, applied social, educational.

**Radcliffe College, Cambridge, Mass.** See Harvard University.

**Richmond Professional Institute of the College of William and Mary, Richmond, Va.** Apply for admission to Director, School of Clinical and Applied Psychology. Tuition: resident, \$230; nr, \$380. Three scholarships; no work; stipend, \$100-500. Two fellowships; 8-10 hours' work; stipend, \$1,080 and \$540; first-year students not eligible. Ten assistantships; 8-10 hours' work; stipend, \$250-450, (some include room and board in addition to stipend). Apply to Director, School of Clinical and Applied Psychology, by June 1. Other part-time positions available. Master's in clinical, applied psychology.

**Rochester, University of, Rochester 7, N. Y.** Apply for admission to Dean, Graduate School. Tuition: \$23 per credit hour. Scholarships limited by number of students accepted; 0-5 hours' work; stipend, ex; first-year students eligible. Five fellowships; no work; stipend, \$1,200-2,800. Thirteen research assistantships; 15-20 hours' work; stipend, \$1,100-2,400 ex if support is needed. Eight teaching assistantships; 15 hours' work; stipend, \$1,000-1,650 ex if support is needed. VA in clinical, social and other areas. USPHS stipends. Other part-time positions available. Apply by

March 15. Doctoral in experimental, social and personality, clinical, tests and measurements, industrial, especially human engineering.

**Roosevelt University, Chicago, Ill.** Apply for admission to Director of Admissions by June 1. Tuition: \$450. Two scholarships; no work; stipend, \$400 ex; apply by June 1 to Chairman, Graduate Scholarship Committee. One assistantship; 5 hours' work; stipend, \$300; apply by September 1. Other part-time positions available in testing, counseling, and guidance. Master's in general, clinical, social, experimental and comparative.

**Sacramento State College, Sacramento, Calif.** Apply for admission to Admissions Officer by September 15. Tuition: \$60. One to three readerships; apply after enrolling. Master's in psychology and in guidance for persons in educational service.

**St. Louis University, St. Louis 3, Mo.** Apply for admission to Dean, Graduate School, before April 1. Tuition: \$17.50 per semester hour. Three fellowships; 20 hours' work; stipend, \$1,020-\$1,300. One assistantship; 20 hours' work; stipend, \$1,100. Apply by April 1 to Dean, Graduate School. Master's in experimental, social, clinical.

**San Diego State College, San Diego 15, Calif.** Apply for admission to the Director of Admissions. Tuition: resident \$22; nr, \$90 per semester. No stipends available. Part-time work available. Master's in psychology.

**San Jose State College, San Jose, Calif.** Apply for admission to Admission Office. Department comprehensive required. Tuition: resident, \$40. Master's in general psychology, granted in connection with school service credentials only.

**South Carolina, University of, Columbia, S. C.** Apply for admission to Dean, Graduate School, by September 1. Tuition: resident, \$80; nr, \$250. Unspecified number of fellowships; no work; stipend, \$300-600; apply by April 1 to Dean, Graduate School. Two to three teaching assistantships; 3 hours' work per section taught; stipend, \$500. Men preferred. Other part-time positions available. Apply by June 1. Master's in general and clinical.

**Southern California, University of, Los Angeles, Calif.** Apply for admission to Head, Dept.

of Psych., by April 1. Tuition: \$480. Scholarships; stipend, ex 14 units per semester; apply to Graduate School before March 15 or November 15. Nine assistantships; 10-20 hours' work; stipend, \$760-1,800; apply by May 1. VA in clinical. USPHS stipends. Other part-time positions available. Master's in theoretical, business and industrial, psychological measurements. Doctoral in clinical, theoretical, business and industrial, psychological measurements.

**Southern Methodist University, Dallas 5, Texas.** Apply for admission to Dean, Graduate School. Tuition: \$500. Several scholarships; 3 hours' work; stipend, \$500; apply to Dean, Graduate School. One fellowship; no work; stipend, \$1,500. Three assistantships; 4 hours' work; stipend, \$160. Master's in experimental, industrial, preclinical (counseling and psychometrics).

**Springfield College, Springfield 9, Mass.** Apply for admission to Director of Graduate Study by June 15. Tuition: \$17 per semester hour. Scholarships depend upon need and qualification of student. Five assistantships; 12 hours' work; stipend, \$400; apply to Director of Graduate Study by May 15. Master's in counseling.

**Stanford University, Stanford, Calif.** Apply for admission to Admissions Office by June 1. Tuition: \$750. Graduate scholarships and fellowships available through the Graduate Division. Twenty-two assistantships; 14-20 hours' work; stipend, \$1,500; apply by March 15. VA in clinical. USPHS stipends. Other positions occasionally available. Doctoral in child and adolescence, clinical, perception and learning, physiological and comparative, psychometrics, social and personality, counseling, educational.

**Swarthmore College, Swarthmore, Pa.** Apply for admission to W. C. H. Prentice, Chairman, Dept. of Psych., by March 15. Tuition: \$600. Four assistantships; 12-20 hours' work; stipend, \$1,200 ex. Apply by March 15. Master's in experimental, social.

**Syracuse University, Syracuse 10, N. Y.** Apply for admission to Dean, Graduate School, at any time. Tuition: \$800, or \$25 per credit hr. Three assistantships; 10 hours' work; stipend, \$600, 3 cr. hrs. tuition ex per semester. Nine assistantships; 20 hours' work; stipend, \$1,200, 6 cr. hrs. tuition



ex per semester. Eight assistantships; 20 hours' work; stipend, \$1,500 for calendar year, 6 cr. hrs. tuition ex per semester. One assistantship; 30 hours' work; stipend \$2,700 for calendar year, 6 cr. hrs. tuition ex per semester. Apply by March 1 to Chairman, Psych. Dept. Master's unspecialized. Doctoral programs in most major fields.

**Temple University**, Philadelphia 22, Pa. Apply for admission for MA to Dean, College of Liberal Arts and Sciences; for PhD to Chairman, Dept. of Psych., and for MEd and DEd to Dean, Teachers College, by April 1. Tuition: \$20 per semester hour. Twelve assistantships; hours of work, stipend unspecified; apply by April 1. Master's and doctoral in special education, general and social, experimental, clinical, counseling and guidance, industrial, reading.

**Tennessee, University of**, Knoxville, Tenn. Apply for admission to Dean, Graduate School, by March 15. Tuition: resident, \$150; nr, \$375. Fifteen assistantships; 4-11 hours' work; stipend, \$0-900 ex; apply to Dean, Graduate School, by March 15. VA in clinical. Other positions available. Master's and doctoral in general, industrial, clinical.

**Texas Christian University**, Fort Worth, Texas. Apply for admission to Dean, Graduate School, by August 15. Tuition: \$390. One scholarship; no work; stipend, \$450. Apply by June 1. Two assistantships; 12 hours' work; stipend, \$500. Apply by August 1. Master's in clinical, experimental, counseling and guidance.

**Texas State College, North**, Denton, Texas. Apply for admission to Chairman, Dept. of Psych., by April 1. Tuition: resident, \$80; nr, equal rate reciprocity with other state universities. Two fellowships; teach one course; stipend, \$900. Two assistantships; stipend, approx. \$300. Apply by April 1. Master's in preclinical, guidance-counseling, and personality.

**Texas Technological College**, Lubbock, Texas. Apply for admission to Head, Dept. of Psych. by August 1. Tuition: resident, \$50; nr, \$300. One research fellowship, comparative; 15 hours' work; stipend, \$1,500. One fellowship, counseling; 10 hours' work; stipend, \$500-1,000. Two research assistantships, comparative; 15 hours' work; stipend, \$1,000. Three research assistantships, comparative and experimental; 14 hours' work; stipend,

\$600. Nine assistantships, counseling; 14 hours' work; stipend, \$810. Eight traineeships in rehabilitation counseling; no work; stipend, \$1,600. Master's and doctoral in counseling and guidance, experimental, physiological, comparative, general theoretical.

**Texas, University of**, Austin, Texas.

*Department of Psychology:* Apply for admission to Dean of Admissions by March 30. Tuition: resident, \$25 per semester; nr, \$125 per semester. Four scholarships; no work; stipend, \$600-1,200; apply by March 1 to Dean, Graduate School. Five teaching assistantships; 20 hours' work; stipend, \$1,200-1,600. Three to six assistantships; 12 hours' work; stipend, \$350. Apply to Executive Secretary, Dept. of Psych. A large number of scholarships exempting students from tuition also available. Apply at time of registration to Dean, Graduate School. VA in clinical and counseling. USPHS stipends. Department shares control of other positions. Master's in general. Doctoral in clinical, counseling (combined with educational), general.

*Department of Educational Psychology:* Apply to Dean of Admissions two months before the semester or summer term. Tuition: resident, \$50; nr, \$300. Several university scholarships and fellowships available; no work; stipend, \$600-1,200; apply by March 1 to Dean, Graduate School. Six teaching assistantships; 20 hours' work; stipend, \$1,400-1,600. Six research assistantships; 16-24 hours' work; stipend, \$900-1,570.50. Six assistantships; 12 hours' work; stipend, \$345.60. Apply to Chairman, Department of Educational Psychology. For nr tuition scholarships apply at time of registration to Dean, Graduate School. VA in counseling (with Dept. of Psych.). USPHS stipends. Additional part-time psychological and educational positions available on campus, on contract research projects, and in Austin upon recommendation of department. Master's and doctoral in counseling, guidance and personnel work, human development and behavior, psychometrics, audiovisual, special education.

**Toronto, University of**, Toronto, Ontario, Canada. Apply for admission to Secretary, School of Graduate Studies, by March 1. Tuition: \$250. One instructorship; 15 hours' work; stipend, \$1,500. Two teaching fellowships; up to 12 hours' work; stipend, \$500-600 for eight months. Sixteen class assistants and tutors, 9-hour limit; sti-

pend, \$250-400. Apply by April 1. Master's and doctoral in experimental, child development, social and personality, clinical, tests and measurement, industrial.

**Tufts University**, Medford 55, Mass. Apply for admission to Dean, Graduate School, by April 1. Tuition: \$750 plus \$10 registration fee. One scholarship; no work; stipend, ex. One fellowship in aviation psych.; stipend \$1,500 ex. Four assistantships; 20 hours' work; stipend, \$1,000-1,500 ex. Other part-time positions available. Apply by April 1 to Dean, Graduate School. Master's in general experimental with emphasis in vision and applied experimental.

**Tulane University of Louisiana**, New Orleans, La. Apply for admission to Dean, Graduate School, by June 1. Tuition: \$550. One to four scholarships; no work; stipend, \$400-1,000. One or two fellowships; no work; stipend, \$1,500; first-year students not eligible. Twelve assistantships; 12 hours' work; stipend, \$800-1,200 ex. Apply by February 1 to Dean, Graduate School. Master's and doctoral in experimental and social.

**Tulsa, University of**, Tulsa, Okla. Apply for admission to Dean, Graduate School. Tuition: \$400. One or two assistantships; 12 hours' work; stipend, \$552.50. Master's in general, industrial, preclinical.

**Utah State Agricultural College**, Logan, Utah. Apply for admission to Dean, Graduate School, by July. Tuition and fees: resident, \$140; nr, \$140. Four assistantships; 10 hours' work; stipend, \$425. Apply by July. Master's in general, clinical, counseling.

**Utah, University of**, Salt Lake City, Utah. Apply for admission to Dean, Graduate School, or Chairman, Dept. of Psych, by June 1. Tuition: resident, \$200 approximately; nr, \$350 approximately. Eight to 10 assistantships; hours of work vary; stipend, \$750-1,000 ex out-of-state fee; apply by August 1. Other appointments occasionally available. VA in clinical. Master's in industrial, developmental, general and experimental, physiological and comparative. Doctoral in clinical, counseling, industrial, general and experimental, physiological and comparative. Specialized graduate training in educational psychology (educational personnel and guidance) referred also to College of Education's Department of Educational Psychology.

**Vanderbilt University**, Nashville, Tenn. Apply for admission to Dean, Graduate School, by February 15. Tuition: \$14 per credit hour. Variable number of scholarships; no work; stipend, \$500-1,500. Six fellowships; 10-15 hours' work; stipend, \$800-1,400. Six assistantships; 10-15 hours' work; stipend, \$1,000-1,400. Apply to Dean, Graduate School, by February 15. VA in clinical. USPHS and OVR stipends. Other positions available. Master's in industrial, clinical, counseling. Doctoral in clinical, social, general-experimental.

**Vassar College**, Poughkeepsie, N. Y. Apply for admission to Dean before March 1. Tuition: \$475. Two fellowships; stipend, \$1,500 ex. Two (full-time) assistantships; 30 hours' work; stipend, \$2,200 ex. Women only. Apply by March 1 to Dean. Master's in general and experimental, personality, social.

**Virginia, University of**, Charlottesville, Va. Apply for admission to Dean, Graduate School, by June 1. Tuition: resident, \$214; nr, \$364. Unspecified number of university fellowships; no work; stipend, \$750-\$1,200 ex; apply by March 1 to Dean, Graduate School. Several assistantships; 6-12 hours' work; stipend, \$600-1,000; apply by June 1. Full-time summer research assistantships available. Master's and doctoral in experimental.

**Washington, The State College of**, Pullman, Wash. Apply for admission to Dean, Graduate School, by March 15. Tuition: resident, \$80; nr, \$200. Fifteen assistantships; 22 hours' work; stipend, \$1,400-1,580 ex nr. Other part-time positions available. Apply by March 15. Master's and doctoral in general-experimental, comparative, clinical.

**Washington University**, St. Louis, Mo. Apply for admission to Dept. of Psych. by February 15. Tuition: \$525. Some scholarships available; no work; stipend, \$450-2,200. Some fellowships; no work; stipend, \$500-1,500. Apply to Dean, Graduate School, by March 1. Eight assistantships; 19 hours' work; stipend, \$1,380-1,630; apply by March 1. VA in clinical. USPHS stipends. Other part-time positions available. Master's in general-experimental. Doctoral in general-experimental, including comparative-physiological, clinical.

**Washington, University of**, Seattle 5, Wash. Apply for admission to Graduate School and Dept.

of Psych. Tuition: resident, \$183; nr, \$408. Four fellowships; 20 hours' work; stipend, \$1,350 ex; apply by April 1. Four assistantships; 10 hours' work; stipend, \$450; apply by April 1. VA in clinical. USPHS stipends. Other part-time positions available. Master's and doctoral in child and developmental, experimental, social and personality, clinical, tests and measurements.

**Wayne University, Detroit 1, Michigan.** Tuition: resident, \$260; nr, \$460. Apply for admission to Dean, Graduate School, by May 1.

*College of Liberal Arts:* Apply by March 1 to Chairman, Psychology Department. Four assistantships; hours of work vary; stipend, \$900-1,900 ex. Master's in general-theoretical, industrial, clinical. Doctoral in general-theoretical, clinical, industrial, social.

*College of Education:* Several assistantships; 20 hours per week; stipend, \$1,900-2,500 ex. Apply by March 1 to Dr. John C. Sullivan, College of Education. Master's in clinical, educational, school. Doctoral in educational, school.

**Wellesley College, Wellesley, Mass.** Apply for admission to Dean of Graduate Instruction by March 1. Tuition: \$500. Three assistantships; 20 hours' work; stipend, \$1,200 ex. Women only. Master's in physiological, differential, learning, child, social, personality.

**Wesleyan University, Middletown, Conn.** Apply for admission to Dean, Graduate School, by May 1. Tuition: \$650. One half-time assistantship; 20 hours' work; stipend, \$1,825. Other part-time positions available. Men preferred. Apply by May 1. Master's in experimental.

**Western Ontario, University of, London, Ont., Canada.** Apply for admission to Dean of Graduate Studies. Tuition: \$200, payable once only for MA candidates. One assistantship; 6 hours' work; stipend, \$700. Apply by April 1. Master's in clinical, experimental, developmental, industrial.

**Western Reserve University, Cleveland 6, Ohio.** Apply for admission to Admission Office, well in advance of admission dates. Tuition: \$22 per credit hour. Unspecified number of scholarships; no work; stipend, \$100 to ex; apply to Admission Office by March 1. Five assistantships; 15 hours' work; stipend, \$775-885 ex 9 hours. VA

in clinical. Master's in general, industrial. Doctoral in general, industrial, clinical.

**William and Mary, College of, Williamsburg, Va.** Apply for admission to Head, Dept. of Psych., by May 15. Tuition: resident, \$52.25; nr, \$109 per semester. Half-time internship in abnormal psychology at Eastern State Hospital required; stipend, \$75 per month plus board and room. Master's in general-experimental.

**Wisconsin, University of, Madison, Wisconsin.** Apply for admission to Dean, Graduate School. Tuition per year, resident, \$180; nr, \$450. Up to six scholarships; no work; stipend, ex nr. Thirty-five assistantships; 20 hours' work; stipend, \$1,560 per annum, ex nr. Apply by February 15. VA in clinical. USPHS stipends. Master's and doctoral degrees offered. Doctoral in clinical, comparative, industrial, learning, personality, physiological, sensory (vision and audition), social.

**Wyoming, University of, Laramie, Wyo.** Apply for admission to Registrar and Director of Admissions one month before registration. Tuition: resident, \$205.50; nr, \$415.50. Six scholarships; no work; stipend, ex. Two assistantships; 12-15 hours' work; stipend, \$999 ex; resident \$156, nr \$264. Apply by February 1 to Dean, Graduate School. Master's in experimental, comparative, differential.

**Yale University, New Haven, Conn.** Apply for admission to Dean, Graduate School, by February 15. Tuition: \$600. Ten fellowships; no work; stipend, \$500-2,400. Fifteen to 20 assistantships; 20 hours' work maximum; stipend, to \$1,800. Apply to Graduate School by February 15. VA in clinical. USPHS stipends. Doctoral in experimental, human relations (social psychology and personality), clinical, child development.

**Yeshiva University, New York 33, N. Y.** Apply for admission to Dr. Bernard Lander, Director, Graduate Division, by June 1 or November 1. Tuition: \$700. Full-time internship in psychological clinic; stipend, \$1,200. Part-time positions available in psychological clinic. Doctoral in clinical, school.

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## NEW ASSOCIATES OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

APA BOARD OF DIRECTORS

THE Board of Directors announces that the following 1,269 persons were elected Associates of the American Psychological Association as of January 1, 1956. Though not all of them have validated their election by paying their dues, all but a few of them will eventually do so.

Aarons, Louis	Balthazar, Earl Edward	Bonsall, Marcella Ryser	Carpenter, Lillian Cook
Ackerson, Thomas Carl	Banaghan, William Francis	Bourque, Ellsworth Joseph	Carr, William John
Adams, Georgia Sachs	Bantel, Edward Albert	Bouvier, Eugene A.	Carroll, Herman Grey
Adams, Pauline Austin	Barker, Edwin N.	Bowen, William N.	Carroll, Margaret Mary
Adams, Warren Frank	Barker, Elizabeth Dunning	Bower, Rose Janet	Carson, Robert Charles
Adelman, Crusa	Baron, Seymour Howard	Bower, Russell Woodward	Carterette, Edward Calvin
Agnew, John Neil McKinnon	Basham, Jack	Bowers, Mary Watkins	Casey, Ellen M.
Aguirre, Roy H.	Bassett, Howard Thomas	Bowman, Raymond Palmer	Cave, Major Richard Thomas
Agulia, Alatheia Maria	Bassin, Alexander	Garber	Chamberlain, Allan B.
Akeret, Robert Ulrich	Bastian, Jarvis Rulon	Boyer, Roscoe Allen	Chambers, Jay Lee, Jr.
Albright, Lewis Edwin	Bastow, Alice	Bradley, James Vandiver	Chandler, Robert E.
Alderman, Irving Nelson	Baxter, James Lawrence	Brams, Jerome Martin	Chaney, Aurelia Almeria
Alihan, Milla	Beach, Leslie Robert	Brantner, John Paterson	Channell, Ralph Clesson
Allan, Nadine Murphy	Becher, Barbara Ann	Braunstein, Leonard	Chase, Philip Howe
Almos, Kermit O.	Beck, Roland L.	Breiger, Boris	Chauvette, Louis Michael
Alpert, Laurel R.	Becker, Janet A.	Brennan, Glen McAdoo	Chickering, Arthur Wright
Alzobaie, Abdul Jalil	Becker, Wesley Clemence	Breslin, Frederick Douglas	Chippis, James Lewis
Amalong, Robert Wesley	Beckman, Harriet Rosenzweig	Bressler, Joseph	Christensen, George Milford
Amedeo, Frank Peter	Beeman, Gale Kathryn	Brody, Arthur L.	Christie, Lee S.
Amick, Jean Hollandsworth	Begley, Carl Edward	Brody, Viola A.	Christner, Charlotte Ann
Anderson, Alice Virginia	Beitner, Marvin Seymour	Brophy, Alfred Laurence	Chu, Thomas W.
Anderson, Darrell Edward	Belgum, David Rudolph	Brown, Robert Heywood	Clark, James R.
Anglin, Milton	Bell, Elaine Graham	Brownson, Jerome Francis, Jr.	Clarke, Howard Weston, Jr.
Anker, James Martin	Benham, Frank Gardner	Bruce, Kathleen Thirkell	Clayton, Frances Louise
Anthony, George Alexander	Benjamin, Richard Edwards	Bryan, Quentin Roosevelt	Clegg, Donald Armstrong
Anton, Nicholas	Bennett, Lawrence Allen	Buchheimer, Arnold	Clements, Sam D.
Appelbaum, Stephen Arthur	Bennis, Warren G.	Buchholz, Sandra B.	Clugston, Richard Martin
Armstrong, Jack	Benson, Purnell H.	Buchman, Morris	Cochran, Ralph P. Jr.
Arnold, Eugene Rone	Berenson, Gerald	Buckley, Paul Vern	Coelho, George Victor
Arnstein, Ervin Eliezer	Bergman, Richard Leon	Buckner, Donald Neil	Cohen, Marilyn L.
Aron, Harry	Berkowitz, Martin	Budoff, Milton	Cohen, Norman
Ash, George Allison	Berman, Eleonore Stern	Bueno, Luis F.	Cole, Jean Western
Asherman, Nat	Bernstein, Alvin Stanley	Bugansky, Alex	Cole, Theodore Fonda
Ashley, Wayne Rollin	Berntson, Robert Keith	Burnett, Alastair	Colman, Kenneth Wilson
Aston, Fred G.	Bilmes, Murray	Burns, William H.	Congdon, Clyde Sherman
Atkins, David Warren	Bilovsky, David	Burrows, Beatrice G.	Congdon, Javonne Jewett
Atkinson, William Henry	Bingham, Joseph L.	Bursch, Charles Wesley II	Conklin, Bruce Edmund
Atthowe, John Milburn Jr.	Black, Abraham Harry	Butler, Burtram B.	Conway, Paul Thomas
Babbott, Edward French	Blackmer, Carolyn Allison		Cooper, Homer Chassell
Bachrach, Paul B.	Blair, Wesley Clyde	Cahill, Frederick Patrick	Coopridge, Harold Arthur
Bacon, Coleen S.	Blanks, Augustus C.	Callaghan, Eugene Edward	Copel, Sidney Leroy
Bairos, Marion June	Bloch, Edith Goetz	Callahan, Roger Jerry	Cornsweet, Tom Norman
Baker, Charles Thomas	Bloodgood, Elizabeth Lewis	Calvert, William Carman	Cortner, Robert Harold
Bakis, Edward	Bloomberg, Robert	Cancro, Ralph	Cotner, John Henry
Baldwin, Joan Carroll	Blumberg, Albert Irwin	Cannon, Robert Charles	Coulter, Thelma Templeton
Balevre, Albert Park	Bodwin, Raymond Franklin	Cantrell, Dorothy Hugh	Craddick, Ray Albert
Ballard, William Lee	Bolduc, Thomas Edward	Blocker	Cramer, Robert L.
Balma, Michael J.	Bolman, Ruth Stafford	Carel, Walter Leo	Crook, Frances Elizabeth
	Bommarito, James William	Carollo, Frank A.	

- Cross, Henry Allen, Jr.  
 Crowley, Francis Joseph  
 Crumpler, James Percy  
 Cullen, John William  
 Cummings, Jonathan Walkley  
 Cuneo, Roger B.  
 Curtis, Glenn R.  
 Curtis, Robin Livingstone  
 Cushing, Merritt Clare  
 Custer, Judson Samuel  
 Czeh, Robert Stephen
- D'Amore, Anthony Valentin  
 Daniels, Marvin  
 Davis, John Eisele, Jr.  
 Davis, Rose  
 Davis, William Evans  
 Dech, Ruth Palmer  
 Deiter, John B.  
 Della-Piana, Gabriel Mario  
 Dember, William Norton  
 Demcio, Myron Michael  
 Denny, James Mason  
 DeSimone, Anthony Salvatore  
 Deter, Francis Harvey  
 Deterline, William A.  
 DeVault, Spencer Harry  
 Diamond, Andrew John  
 Diamond, Marcia G.  
 Diamond, Max  
 Diaz, Francis Eugene  
 Dick, Frances  
 Dickson, Frank Harold  
 Dodge, Joan Sommer  
 Doleys, Ernest James, Jr.  
 Dolinko, Paul  
 Doll, Paddy Ann  
 Donat, Gertrude M.  
 Donheiser, Walter  
 Donnels, Elliott Hugh  
 Doris, John Lawrence  
 Dorsey, Robert Nicholson  
 Dougherty, Dora Jean  
 Douglas, Frederick John  
 Douglass, Howard Junior  
 Dowd, Robert John  
 Droege, Robert C.  
 Duffey, Robert Francis  
 Dufort, Robert Hamilton  
 Dumanian, Ochanee  
 Dumstorf, Theodore Anthony  
 Dundas, Richard Joseph III  
 Dunklin, Howard Thomas  
 Dunlap, Roy Dressler  
 Dunn, Mary Grace  
 Dyal, James Albert
- Earle, Jeffrey B.  
 Edel, Roberta Roberts  
 Edmonson, Barbara Ann  
 Edwards, Lottie
- Eells, Janet Frances  
 Eggert, Charles Melvin  
 Ehart, Mary Elizabeth  
 Ehrlich, Danuta  
 Ehrlich, Robert Edward  
 Einspahr, Martin Harley  
 Eisenthal, Sherman  
 Elkind, David  
 Ellis, Henry Carlton  
 Elowitch, Dorothy Leila  
 Engelbrecht, Gladys Madeline  
 Engen, Eugene Paul  
 England, George William  
 Enochs, E. Neil  
 Epstein, Edward Sidney  
 Esselbruegge, Calvin Frederick  
 Essex, Caroline Shafer  
 Esterson, Harold H.  
 Evans, Geneva Stinson  
 Evans, Howard H.  
 Eyles, Betty Rae
- Fantz, Robert L.  
 Farese, Francis John  
 Farina, Amerigo  
 Farquhar, William Walter  
 Farr, Robert Gene  
 Farson, Richard Evans  
 Faulk, Elizabeth Hammond  
 Fauls, John Thomas  
 Fauls, Lydia Boyce  
 Fay, Maud Eddy  
 Fehr, Robert Charles  
 Feickert, Alfred Charles  
 Feierstein, Bernard  
 Feldman, Alan Sidney  
 Feldman, Eli Morton  
 Feldman, Leonard  
 Fellers, Gloria Leone  
 Felix, Robert Hanna  
 Ferguson, Eva Dreikurs  
 Ferrel, Elizabeth T.  
 Fetzer, Charles Kurtz, Jr.  
 Fields, Catherine Marie  
 Fine, Harry  
 Fine, Lawrence Bernard  
 Fine, Paul Aaron  
 Fink, Martin Bertram  
 Firestone, Richard William  
 Firkins, Curtis J.  
 Fischl, Myron A.  
 Fisher, Gerald James  
 Fisher, Joseph Thomas  
 Fisher, Vernon E.  
 Fishler, Karol  
 Fitzpatrick, Eugene Douglas  
 FitzSimons, Ruth Marie  
 Fjeld, Stanton Paul  
 Fletcher, Carl  
 Fliege, Stewart Edward  
 Flint, Dorothy J.
- Fogarty, Margaret Mary  
 Fontaine, Jesse T., Jr.  
 Force, Dewey George, Jr.  
 Ford, Leon I.  
 Foreman, Charles W. L.  
 Forest, Paul Mario  
 Fosdick (Sjostedt), E. Marie  
 Fouriez, Nicholas T.  
 Fraenkel, William A.  
 Franco, Daisy  
 Frauenglass, William  
 Fredian, Alan James  
 Freeman, Robert Whiting  
 Frick, James William  
 Fried, Charles  
 Friedman, Bert  
 Friedman, Erwin  
 Friedman, Jewel Linder  
 Friedman, Pauline Abrahams  
 Frisina, D. Robert  
 Frobbs, Virginia Parsons  
 Funk, Ruth Anne  
 Furth, Hans Gerard
- Galotto, John Vincent  
 Gallwey, Mary Osborn  
 Ganz, Leo  
 Garber, Louis L.  
 Garcia de Lorenzo, Eloisa  
 Gardner, Robert Allen  
 Gardner, Robert L.  
 Garrison, Karl C.  
 Garvin, Jean Stewart  
 Gaston, Charles Owen  
 Geertsma, Robert Henry  
 Geier, Carol Jane  
 Gellert, Elizabeth  
 Gerler, William  
 Gibson, Arlene Patricia  
 Gilbert, Algie Stephen  
 Gilbert, Arthur Charles  
 Francis  
 Gilbert, James Eastham  
 Giles, H. Harry  
 Giles, Lawrence Elmer  
 Gill, Peter Lawrence  
 Gingold, Marvin B.  
 Ginsparg, Sylvia Levine  
 Giorgi, Amedeo Peter  
 Githens, William Harvey  
 Gladfelter, John Henry  
 Gladin, Leo Leonard  
 Gloeggler, Edward Andrew  
 Glotter, Jacob  
 Godown, George Theodore  
 Goldberg, Franklin Howard  
 Goldberg, Martin  
 Goldberg, Robert Joseph  
 Goldman, Gloria  
 Goldman, Morton  
 Goldstein, Alvin George
- Goldstein, Leo S.  
 Goldstein, Mark E.  
 Gondor, Emery I.  
 Gonzalez-Pondal, Graciela del Cueto  
 Goodman, Paya  
 Gordon, Jesse Emanuel  
 Gordon, Sol  
 Gorman, Albert  
 Gottfried, Nathan W.  
 Gottfried, Ruth E.  
 Gould, Irwin Bernard  
 Grady, L. Augustine  
 Graham, Stanley R.  
 Grant, Richard Alan  
 Green, Gerald Allen  
 Green, Gerald Warren  
 Green, Leah Ann  
 Greene, Donald Sumner  
 Greenwald, Harold  
 Grodsky, Milton Alfred  
 Grohs, William Joseph  
 Gross, L. Leslie  
 Grossberg, John M.  
 Grossman, Eve Rae  
 Guerra, Joseph R.  
 Guthrie, Peter Macdonald  
 Gyr, John Walter
- Haas, Harold Irwin  
 Hagstrom, Earl Clifford  
 Hall, Wallace Belden  
 Hall, William Eaton  
 Hamilton, Eleanor L.  
 Hand, Earl James  
 Handlon, Britomar Johnson  
 Hanf, Constance  
 Hanford, Peter Vance  
 Hannah, Lewis Duncan  
 Hansen, Irvin Arthur, Jr.  
 Hardesty, Francis Powell  
 Hardy, Miles W.  
 Harlow, Robert Granville  
 Harman, Samuel  
 Harnasch, Fred  
 Harriman, Byron Lynn  
 Hassel, Linda Louise  
 Haupricht, Paul A.  
 Haupt, Thomas Douglas  
 Hawley, Kent Thomas  
 Hayden, Velma Denison  
 Hayes, Ellen-Claire  
 Hayward, Herbert Charles  
 Hazel, Joe Thomas  
 Hedemann, Nancy Oakley  
 Hefner, Leslie Taylor  
 Hefner, Robert Arthur, Jr.  
 Heftel, Daniel Lee  
 Heidgerd, Everett Theodore  
 Heiman, Nanette Marian  
 Heimer, Walter Irwin

- Heisler, Edward Anthony, Jr.  
 Heistad, Gordon Thomas  
 Hempel, Walter Edwin, Jr.  
 Henriquez, Vera Simpkins  
 Herbstritt, Richard Lloyd  
 Herman, Simon  
 Herzberg, Marguery Glenna  
 Hewson, John Cecil  
 Heymann, Gary Martin  
 Hicks, John Arlin  
 Hill, Warren Thomas  
 Hilton, Andrew Carson  
 Hinkle, John Edward  
 Hirst, Wilma Ellis  
 Hitt, William Dee  
 Hoey, Robert James  
 Hoffer, Barbara Diane  
 Hoffman, Elizabeth Victoria  
 Hoffman, Simon  
 Holland, Robert Emory  
 Hollingsworth, Thad Wise  
 Hollis, Esther Rasche  
 Hollis, Joseph William  
 Honig, Werner K.  
 Hoover, Keith Kindall  
 Hopson, Anna Lee  
 Horowitz, Laurence Jerome  
 Hough, Seabury Burke, Jr.  
 Houghton, Patricia Jeanne  
 Hountras, Peter Panos Timothy  
 Howard, Victor  
 Howe, Edmund Stanley  
 Howell, Jacqueline  
 Howerton, Dorothy K.  
 Howett, Gerald Leonard  
 Hoy, George Anthony, Jr.  
 Hughes, Lawson Hill, Jr.  
 Hulse, Stewart Harding, Jr.  
 Hunrichs, William A.  
 Hunt, Irene  
 Hurwitz, Irving  
 Hurwitz, Jacob Isaac  
 Hutson, Leighton  
 Iams, Ruth Willard  
 Ianni, Francis Anthony  
 Ingenohl, Ingo  
 Insel, Shepard Alvin  
 Izcoa, Ada Elsa  
 Jablonsky, Adelaide R.  
 Jackson, Charles Dabney, Jr.  
 Jackson, Ernest Herman, Jr.  
 Jacobs, Charles Norman  
 Jacobson, Bernard  
 Jaffe, Arnold  
 Jahnke, John Curtis  
 James, Newton Elder  
 James, Sara Lyon  
 Jeffreys, Leonard Charles, Jr.  
 Jimenez, Carmina Rodriguez  
 Johns, Don  
 Johnson, Byron Wesley  
 Johnson, Clarence Joseph  
 Johnson, Daniel Emil  
 Johnston, Robert Atkinson  
 Jones, Alma Ward  
 Jones, Austin Edward  
 Jones, Betty Jean  
 Jones, Reginald Lanier  
 Jones, Roy Junios  
 Jones, Warren Francis, Jr.  
 Jordan, John Edward  
 Jordan, Thomas Edward  
 Joyner, Robert Campbell  
 Kach, Peter Heinz  
 Kaczowski, Henry Ralph  
 Kahn, Otto  
 Kahn, Robert  
 Kahn, Roy Max  
 Kaiser, George M.  
 Kaiser, Henry Felix  
 Kalvinsky, Harold  
 Kalish, Richard Allan  
 Kameny, Aaron  
 Kamin, Leon J.  
 Kapiya, Joe  
 Kandel, Arthur  
 Kandrac, Stephen Cyril  
 Kaplan, Marvin Lee  
 Kapit, Hanna Elizabeth  
 Karlsen, Bjorn  
 Karon, Bertram Paul  
 Karr, A. Charles  
 Kartinen, Aimo Olavi  
 Kassoff, Arthur Irving  
 Kaswan, Jacques Waldemar  
 Katkovsky, Walter  
 Katz, Adolph Edward  
 Katz, Margaret A. L.  
 Kauffman, Irving  
 Kaufman, Herbert A.  
 Keatley, Mary Joe  
 Kegeles, S. Stephen  
 Keller, Edward Arthur  
 Kelley, Eileen  
 Kelley, Sister Mary James  
 Kelly, William L.  
 Kent, George Webster  
 Kerr, Norman George, Jr.  
 Ketchel, Rhoda Gwen  
 Kidorf, Irwin Wolf  
 Kimler, Stephen John  
 Kimmel, Herbert David  
 King, David Joseph  
 King, Mary Langston  
 Kirk, Phyllis Haslam  
 Kirk, Roger E.  
 Kirkpatrick, Lawrence Albert  
 Klaus, David Joseph  
 Klein, Abraham  
 Klein, Dorothy B.  
 Klein, Richard Milton  
 Knapp, Barton Wilburn  
 Knobel, Mauricio  
 Knorr, Mildred T.  
 Knowlton, James Quincy  
 Kodman, Francis, Jr.  
 Koenig, Kathryn Elinor  
 Kops, W. Ronald  
 Korn, Sam J.  
 Korobow, Alice Schuster  
 Koronakos, Chris  
 Kotapish, William Robert  
 Kough, John Keller  
 Koutrelakos, James  
 Kovacs, Arthur Leonard  
 Kowitz, Gerald Thomas  
 Kramer, George Harvey, Jr.  
 Krass, Alvin  
 Krich, Aron  
 Kris, Elizabeth Christine  
 Kroll, Joseph Robert  
 Kronenberger, Earl Jerome  
 Kronhausen, Eberhard W.  
 Kugris, Violet A.  
 Kuhn, Werner Franz  
 Kullman, Ruth Myers  
 Kuntz, Allen Herbert  
 Kunz, John  
 Kyser, Walter Eugene  
 Ladd, Arline  
 Lake, Barbara Wiltsie  
 Lakin, Martin  
 Lamphere, Arthur V.  
 Landsberger, Henry A.  
 Landsman, Bette Carol  
 Lang, Gerhard  
 Langston, Robert Dorn  
 Lansing, Robert Wendall  
 Laufer, Charles Davis  
 Laughlin, Lyle Hoyt  
 Lawrence, Jordan  
 Lay, Archie Wilson  
 Lebowitz, Anne  
 Ledyard, Francis Monroe  
 Lee, James Andrew  
 Lennard, Henry Loebowitz  
 Leonard, Marjorie R.  
 Lepine, Louis Thomas  
 Leventhal, Donald Becker  
 Levett, Charles Martin, Jr.  
 Levine, Marvin  
 Levinson, Hilliard Leonard  
 Levy, Jerome  
 Levy, Russell Harold  
 Lewinsky, Hilde  
 Lewis, William Barron  
 Lichtenberg, Edith  
 Lieberman, Bernhardt  
 Bernard  
 Liechty, Warren Steiner  
 Light, Morton Louis  
 Lilly, Robert T.  
 Lindelien, Wallace Burton  
 Lipetz, Milton Edward  
 Lipman, Ronald Stewart  
 Lipton, Robert Lawrence  
 Loftus, Joseph Philip, Jr.  
 London, Perry  
 Long, Ralph Stewart, Jr.  
 Long, Thomas Rex  
 Loper, John Samuel  
 Lorand, Rhoda Leigh  
 Loranger, Armand Walter  
 Loret, Peter George  
 Lowenheim, Henry  
 Lowenstein, Norman  
 Lowenstein, Sylvan J.  
 Lowy, David George  
 Lubin, Nathan M.  
 Lubker, John Lynn  
 Lublin, Irwin  
 Lumpkin, Joseph Howard  
 Lundstedt, Sven Bertil  
 Lyman, Bernard Everett  
 MacAndrew, Grayson Craig  
 MacDonald, William Russel  
 MacDorman, Carroll Fredric  
 Machen, Val  
 Machi, Vincent S.  
 MacKinnon, William John  
 Mackintosh, Irene  
 Madison, Harry L.  
 Madoff, Jeff M.  
 Maginley, Herbert John  
 Mahoney, Stanley Chellis  
 Makres, Thomas Peter  
 Maksimczyk, Walter John  
 Malcolm, Donald Jack  
 Mallet, John Jacques  
 Mallow, George William  
 Malnig, Lawrence R.  
 Malone, Robert L.  
 Maloney, John Clement  
 Maloney, Paul William  
 Manheim, Leonard Falk  
 Manis, Melvin  
 Maniscola, Charles S.  
 Manley, Thea Trauner  
 Mann, Floyd Christopher  
 Mann, John Harvey  
 Manuilow, Tatiana  
 Mapp, Alyce M.  
 Maradie, Louis Joseph  
 Marcus, Murray  
 Marggraff, Waltraud Margot  
 Marin, Joseph Andrew, Jr.  
 Marion, Arthur Joseph



- Marion, Ralph, Jr.  
 Marks, Philip Andre  
 Marlin, Erwin  
 Marquis, Benjamin  
 Marriott, John Cleveland  
 Marshall, James Edward  
 Martin, Harry  
 Martina, Sister Mary, CSSF  
 Mastrotto, Lillian V.  
 Mathae, Laurence Donald  
 Mathis, Andrew Gladdin  
 Matthews, Esther Elizabeth  
 Matthews, Frank M.  
 Matthisen, Mae A.  
 Maw, Wallace H.  
 Mayer, Ronald Wesley  
 Mayzner, Mark Stanley, Jr.  
 McAfee, Wallace Taylor  
 McBride, Dorothy  
 McBride, John William, Jr.  
 McCain, Robert Francis  
 McCall, Margery Stewart  
 McCann, Richard Vincent  
 McCarthy, Charles Donald  
 McCarthy, Sister Mary  
     Viterbo  
 McClelland, Samuel David  
 McCormick, Alma Heflin  
 McCullough, Gerald Elroy  
 McCurry, William Hamilton  
 McDavied, John Walter, Jr.  
 McFarland, Frank Eugene  
 McGann, Mary Elizabeth  
 McGehee, Thomas Petley  
 McGovern, Warren Joseph  
 McGrath, Mary Elizabeth  
 McGurk, Josephine Helen  
 McNiven, Malcolm Albert  
 Meade, Martin James  
 Mechner, Francis  
 Medini, Gedon Joseph  
 Melcher, John William  
 Mendel, Gisela  
 Mendenhall, John Henry  
 Merachnik, Donald Alex  
 Merica, John A.  
 Merrell, David William  
 Merrifield, Philip Ralph  
 Merritt, Roger King  
 Merwin, Jack Clifford  
 Mesinger, John Frederick  
 Messick, Samuel James  
 Metzger, Paul Lyman  
 Metzger, Rolland  
 Michelson, Burton Jerome  
 Mikol, Bernard  
 Milam, Albert Tennyson  
 Milgram, Norman Alvin  
 Miller, John S.  
 Miller, Mabel Wicks  
 Miller, Robert Ernest
- Miller, Samuel Manuel  
 Miller, Shirley Girsh  
 Mills, Judson R., Jr.  
 Mills, Robert Byron  
 Mills, Robert Edward  
 Mintz, Elizabeth Emmons  
 Mitchell, Joe  
 Mitchell, Lonnie Edward  
 Mitsos, Spiro Bud  
 Moed, George  
 Moir, John Brownlee  
 Moll, Richard Peter  
 Molof, June Folkart  
 Monkman, John Alexander  
 Moon, Louis Edgar, Jr.  
 Mora, Angel Ruben  
 Moriarty, Robert Guy  
 Morris, Robert Peter  
 Morrison, Alfonso Sales  
 Morrison, Charlotte Louise  
 Morrison, James Harris  
 Moser, Leslie Eugene  
 Moskowitz, Merle Jack  
 Mosteller, Charles Frederick  
 Mozell, Maxwell Mark  
 Mueller, Karl J.  
 Munz, Adam  
 Munzer, Jean Thompson  
 Murphy, Albert Thomas  
 Murphy, Daniel Peter  
 Murphy, Donal Gerald  
 Murphy, Hinckley Augustus  
 Musgrove, Walter Jason  
 Muskin, C. Leonard
- Narva, Marshall Allan  
 Nathan, Jerome Martin  
 Naylor, Haig Kelly  
 Naylor, Rex Vaughn  
 Neiberg, Norman Arthur  
 Neiditch, Samuel  
 Nell, Renee  
 Nelson, Clarence Herbert  
 Nelson, Margrette L.  
 Nelson, Thomas D.  
 Nelson, Walter Grant  
 Neuman, Bernard  
 Newberry, Jack J.  
 Newman, Ruth Einsidler  
 Nichols, Thomas Francis  
 Nichols, William H.  
 Nickols, John Erwin, Jr.  
 Nissman, Howard S.  
 Noland, Robert Lee  
 Norrell, Gwendolyn  
 Nutt, Frances Dorothy  
 Nystrom, Charles Orville
- Oakes, William Francis  
 O'Bear, Harry H.  
 Oberg, Roger Winston
- Obias, Mariano Dy-Liaco  
 Obitz, Frederick William  
 Ogilvie, Bruce Charles  
 Oleson, Bernard Gale  
 Olin, Tom Davis  
 Olive, Helen Titowsky  
 Olmstead, Joseph Addison, Jr.  
 Olmsted, Donald Warren  
 O'Neill, John Henry  
 Oppenheim, Henry  
 Orbach, Channing Haskell  
 Orzech, David  
 Oseas, Leonard  
 Osis, Karlis  
 Ostrich, Ralph  
 Ouellette, Henry Paul  
 Over, Charles H. R.  
 Owen, Freya W.
- Painting, Donald Herbert  
 Palermo, David Stuart  
 Palmer, Gordon Warren  
 Paone, Francis Xavier  
 Pappalardo, Salvatore J.  
 Parducci, Allen  
 Pareis, Egbert Nelson  
 Parker, Harry John  
 Parker, Lee Lowrey, Jr.  
 Parker, Paul D.  
 Parsons, William Boyd  
 Patterson, Gerald Roy  
 Patterson, Harry O.  
 Patton, Weste Harris  
 Paul, Irving H.  
 Pauley, Berthold Grey  
 Paulson, Harold G.  
 Pauza, Joseph Albert  
 Pavey, Stanley  
 Payne, Donald Ellsworth  
 Peairs, Richard Hope  
 Pearce, Douglas Bruce  
 Pearce, James De Remer III  
 Penenberg, Barbara Ann  
     Landis  
 Penney, Millard Francis  
 Penzer, Edward Steven  
 Perkins, Harold Carl  
 Perry, Harold T.  
 Peshel, John R.  
 Peters, George A., Jr.  
 Peterson, Alice Hannah  
 Peterson, Arnold Oscar Drick  
 Peterson, Gordon Elmer  
 Peterson, Lloyd Richard  
 Petrauskas, Francis Bernard  
 Pettit, Maurice Leon  
 Pfefferkorn, Robert G.  
 Phares, E. Jerry  
 Philips, John Crane  
 Picollo, Marvin Eugene  
 Pielstick, Norval Lee
- Pierce, Kyle K.  
 Pierce-Jones, John Andrew  
 Pigg, Leroy Dale  
 Pitts, Margaret Ruth  
 Plag, John Avner  
 Pliskoff, Stanley Stewart  
 Pogul, Letty Jane  
 Popplestone, John Armstrong  
 Poster, Dorothy C.  
 Postman, Dorothy L.  
 Potter, Joseph Francis  
 Prado, William Manuel  
 Pressel, Glenn Lloyd  
 Price, Claude Dorson  
 Price, Harriet  
 Price, John R.  
 Primac, Daniel Wendelin  
 Pritchard, John Victor  
 Prophet, Wallace William  
 Pugh, Thomas J.  
 Puig-Arvelo, Hector Antonio  
 Pullen, John Raphael
- Quinn, Stanley Brittain
- Rabinowitz, Kalman  
 Rader, Sara Louise  
 Radlow, Robert  
 Raine, Walter Jerome  
 Ramsay, Robert S.  
 Ramsay, Rose A.  
 Ramsey, Robert Russell, Jr.  
 Rancurello, Antos C.  
 Rapaport, Gerald Marvin  
 Ray, James Thomas  
 Raygor, Alton Lamon  
 Raymaker, Henry, Jr.  
 Rea, George Harold  
 Redlo, Miriam  
 Reed, Murray King  
 Rehfish, John Morse  
 Reis, George Henry  
 Reiss, Jean Foster  
 Reiss, Maurice Sidney  
 Reiss, Norma Nanette  
 Remy, Joan Holden  
 Repucci, Lawrence C.  
 Rettig, Salomon  
 Reynolds, Robert William  
 Rezler, Agnes Graig  
 Rhine, Ramon J.  
 Rice, Sister M. Divine Heart,  
     R.G.S.  
 Richardson, Jack  
 Ricks, David Frank  
 Riddle, James Samuel  
 Riddle, Robert Richard  
 Riegel, Lyman Maurice  
 Riklan, Manuel  
 Riley, Robert Charles  
 Rill, Herbert Julius

- Rinder, Lawrence  
 Riseling, Maurice Arlington  
 Ritter, Richard Madden  
 Robb, Nina Miller  
 Robbins, Doris Stevenson  
 Robbins, Irving  
 Roberts, Allyn Forest  
 Roberts, Richard W.  
 Robinson, Burton W.  
 Robinson, Myron A.  
 Rodenbeck, William John  
 Rogers, George Walter  
 Romanow, Concetta Vassalotti  
 Rose, Ervin  
 Rosemont, Vaughn Gregory  
 Rosen, Harold  
 Rosenberg, Bettye Lail  
 Rosenberg, Mildred  
 Rosenblatt, Daniel  
 Rosenblum, Jerome  
 Rosenoff, Wayne Elton  
 Rosenquist, Henry Sydw  
 Rosensteel, Richard King  
 Rosenstein, Alvin Jay  
 Rosenthal, Fred  
 Rosenthal, Harry Jacob  
 Rosenzweig, Allana Cummings  
 Rossberg, Robert Howard  
 Rosser, Neill Albert  
 Roth, Julius Alfred  
 Rothman, Martin M.  
 Rouse, Kathleen Keen  
 Rousey, Clyde Lee  
 Rozet, Austin Bruce  
 Rudin, Stanley Arthur  
 Rudnik, Robert  
 Rumbaugh, Duane Marwin  
 Runkel, Philip Julian  
 Russell, Ivan L.  
 Ryack, Bernard L.  
 Ryan, Mark L.  
  
 Sabine, Cornelia Manley  
 Sacks, Leonard Sanford  
 Safer, Susan Arvay  
 St. Hilaire, Therese Forest  
 Salins, Gunars  
 Salke, Norman Joseph  
 Salvatore, Joseph Christopher  
 Samelson, Franz  
 Sammons, Josephine  
 Sandale, Arthur G.  
 Sandel, Thomas Theodore  
 Sander, Marie deGallier  
 Sands, David Jordan  
 Santostefano, Sebastian Guy, Jr.  
 Sarracino, Louie R.  
 Sassenrath, Julius Marlin  
 Saxton, Lloyd Oliver  
  
 Scalea, Carmen John  
 Schaffer, Leslie  
 Schaffner, Gerta Herzog  
 Schalock, Henry Delbert  
 Schimek, Jean Georges  
 Schmadel, Elnora  
 Schmertz, Jack  
 Schmidt, Alvin R., Jr.  
 Schmidt, Robert Leland  
 Schneider, Saul  
 Schoenhaut, Gladys  
 Schonbach, Peter Michael  
 Schonhorn, Robert  
 Schorr, Martin M.  
 Schultz, Starling Donald  
 Schwaab, Edleff Hellmuth  
 Schwartz, Arthur Solomon  
 Schwartz, Edward  
 Schwartz, Lester Jerome  
 Schweitzer, Ernst Eugen  
 Scott, Edward Michael  
 Scott, Jack Hugh  
 Scott, Thomas Henry  
 Seale, Leonard Mervin  
 Seibel, Robert  
 Seidenstein, Sidney  
 Shaffer, Jacob A.  
 Shannon, Donald Taylor  
 Shaanon, Mildred Elizabeth  
 Sharpless, Seth Kinman  
 Shaw, John William  
 Shay, Carleton Barker  
 Shedd, Charles Livingston  
 Sherif, Muzafer  
 Sherwin, Constance Veit  
 Shields, Ethel Ann  
 Shimota, Helen Emma  
 Shore, Aaron  
 Shull, Betty Flabb  
 Shultis, George Walker  
 Shuttleworth, Margaret  
 Siegel, Alberta Engvall  
 Siegelman, Marvin  
 Sifre-Franco, Pedro A.  
 Silva-Lopez, Edibaldo  
 Sylvania, Kathlyn Cox  
 Silver, Albert Wolf  
 Silver, Carl Avrom  
 Simmons, Alvin Joseph  
 Simon, Margaret Helen  
 Singer, Lawrence Jay  
 Skrincosky, Peter Constantine  
 Slebodnick, Edward Bernard  
 Smith, Aaron  
 Smith, Alexander Benjamin  
 Smith, Alexander Frothingham  
 Smith, Alvin Hall  
 Smith, Edna Hellen  
 Smith, Ewart Earle  
 Smith, James Everett Keith  
  
 Smith, Kirby James  
 Smith, Louis Milde  
 Smith, Philip Alden  
 Smith, William Reed  
 Smotherman, Thurman Edwin  
 Snodgrass, Doris  
 Snodgrass, Robert Lee  
 Snyder, Murry Abraham  
 Solberg, Kristen B.  
 Solley, Charles Marion, Jr.  
 Solomon, Leonard  
 Solomons, Hope Cowen  
 Sonstegard, Manford Aldrich  
 Sorensen, Donald Edwin  
 Sosnoff, Miriam  
 Soto, Charlotte Elizabeth  
 Tupper  
 Souelem, Omneya  
 Southard, Lois Cameron  
 Southworth, Joseph Alfred  
 Sowles, Richard Crawford  
 Space, Margaret Niven  
 Speiser, Allen  
 Spence, Clarence Wilburn  
 Sperry, Bessie M.  
 Spicer, Robert Allen  
 Spin, Lillian  
 Spingarn, James Alan  
 Spires, Alan Mory  
 Spiro, Michael  
 Spivey, Helen Elizabeth  
 Stack, Philip L.  
 Standal, Stanley Wallace  
 Stark, Rosemary  
 Starkey, Donald Gene  
 Starkman, Stanley S.  
 Starr, Sheldon  
 Stebbins, William Cooper  
 Stein, Edward Vincent  
 Stein, Elsbeth Helene  
 Steingart, Irving  
 Steinmann, Anne G.  
 Stennett, Richard G.  
 Stephens, Robert Bain  
 Stern, Jack Irwin  
 Steucek, Ruth Freeland  
 Stevens, Phyllis Wolfe  
 Stevens, Samuel Nowell, Jr.  
 Stewart, Horace Floyd, Jr.  
 Stewart, Maude Amanda  
 Stewart, Virgil Pierce  
 Stickler, James Irwin  
 Stodola, Quentin Cecil  
 Stolarz, Theodore John  
 Stoller, Frederick Herbert  
 Stone, Jerome Wilson  
 Storch, Herbert  
 Strawberry, Kenneth Richard  
 Streitfeld, Julian Warren  
 Stripling, Robert Olin  
  
 Stroessler, John Henry  
 Stromberg, Charles Ernst  
 Stucker, Solomon  
 Sturgeon, Artie  
 Subotnik, Leo  
 Sullivan, John Edward  
 Sullivan, John Lewis  
 Sullivan, Madelyn Mary  
 Sullivan, Paul Wayne  
 Sultan, Florence  
 Sulzer, Edward Stanton  
 Sundby, Elmer Arthur  
 Sunukjian, Helen  
 Sutherland, Thomas Estill  
 Suziedelis, Antanas  
 Swain, Donald Miller  
 Swanson, Robert  
 Swift, Robert Lee  
 Symmes, Andrew Harriss  
 Szenas, James Joseph  
  
 Talland, George Alexander  
 Tappan, Hugh Gordon  
 Taylor, Elaine C. N.  
 Taylor, Hayward Giles  
 Taylor, John Edward  
 Taylor, Lindsay Arnold, Jr.  
 Taylor, Myrtie Ruth  
 Teahan, John Ernest  
 Teeple, John Bliss  
 Tessman, Ellen  
 Thom, William Taylor III  
 Thomas, Arthur Raymond, Jr.  
 Thomas, John Kempster  
 Thompson, Frederick Lee  
 Thompson, Jack Maynard  
 Thompson, Robert  
 Thorne, Gareth David  
 Thornton, Richard Francis  
 Thornton, Sam M.  
 Throne, John Marshall  
 Thumin, Frederick Joseph  
 Ticho, Ernest A.  
 Tiedemann, John George  
 Tieman, Norman  
 Todd, Frederick James  
 Tolhurst, Gilbert Charles  
 Tomlinson, Richard George  
 Tomlinson, Russell Field, Jr.  
 Touchstone, Frank Virgil  
 Toumey, Sylvester Lloyd  
 Traisman, Robert Neil  
 Treat, Stephen  
 Trickett, Joseph M.  
 Tripp, Clarence A.  
 Truka, George W.  
 Truurnaa, Aare  
 Tucker, David Andrew  
 Tucker, Lemuel Lee  
 Tucker, Mark Matthew

Turbiner, Milton	Wall, Harvey William	Wharton, William Howard	Wohl, Julian
Twaite, Babette	Wallace, Dorothy June	White, William J.	Wolff, Frank Arnold
Tycko, Millicent	Wallace, Kenneth Ralph	Whitehead, William Arthur	Wolff, Henry Herbert
	Walter, Alice Conried	Whitehill, Otto	Wolins, Leroy
Ulrich, David Norman	Walter, Robert Lee	Whitney, Gilbert	Wolk, Robert L.
Underwood, Edward Seymour	Walther, Philip Gifford	Whitten, Mary H.	Wolking, William David
Urdane, William Miller	Wang, Charles K. A.	Whobrey, Anthony Herbert	Wood, Nancy E.
Utecht, Aloise Joseph	Wanzer, Earl C.	Wickes, Thomas A., Jr.	Wood, Russell Theodore
	Ward, William Hamlin	Wiener, Gerald	Woods, Paul Joseph
Vahanian, Paul	Warner, George Douglas	Wiener, Susan Gerschenkron	Workman, Arthur David
Van Core, Louise Claudena	Waters, Thomas Joseph	Wigger, Orval Leslie	Wrage, John Russell
Van Court, Shirley Jane	Watson, Richard Paul	Wilbanks, John Cooper	Wright, Helen Dale
Van de Castle, Robert Leon	Watson, Robert Duane	Wilde, Guido	Wright, John Joseph
Van Horn, Charles J.	Way, Harrison Hedley	Wildman, Robert William	Wyers, Everett John
Vaughan, Richard Patrick	Webster, Kathleen Patricia	Wilks, Jack	
Vaughan, Willard Stanley, Jr.	Weeks, James Sanders	Williams, Harold M.	Yantis, Phillip Alexander
Vening, George Henry	Weiner, Marvin	Williams, Jack Delos	Yormak, Bernard B.
Verhave, Thom	Weiner, Melvin Lawrence	Williams, John Clifton	Youmans, Charles Leroy, Jr.
Vermillion, E. Ann	Weingarten, Eric	Willingham, Warren Willcox	Young, Fay Lillian
Verrill, Bernard V.	Weinstein, Edwin Alexander	Willner, Allen Eugene	Young, Lawrence Axel
Verven, Nicholas	Weintraub, Samuel Richard	Wilson, John Bruce	Young, Maurice Earl
Vitanza, Angelo A.	Weise, Phillip	Wilson, Jack Easley	Young, Robert Kehoe
Vogtmann, Walter George	Weiss, Aaron J.	Wilson, Kellogg Van Note	Young, William John
Voss, James Frederick	Weiss, Edward Craig	Wilson, Kenneth Meade	Yudin, Theodora
Vris, Thomas	Weiss, Justin Leon	Wilson, Santford Russell, Jr.	
	Weiss, Robert Lewis	Wine, David Benjamin	Zabell, Emil
Wade, Thomas Francis	Weiss, Samuel A.	Wingenfeld, Sister M. Grace	Zahn, Theodore Paul
Wadsworth, Helen Maertens	Weitman, Morris	Regina, O.P.	Ziegler, Pauline Luce
Wagner, Carl Michael	Weitz, Anne Stainback	Winick, Albert Bernard	Zilber, Judith Levine
Wahlquist, Gunnar Linne	Wellington, John Adam	Winiewicz, Casimer Stephen	Zimmerman, Claire
Wahlroos, Sven Fredrik Wilhelm	Wenzel, Edwin Bernard	Winner, Jean B.	Zimmermann, Eleanor L.
Walder, Eugene Herbert	Werner, Emmy Elisabeth	Wissman, Joseph Arthur	Zingery, James Wallace
Walker, Walter Austin	Wertheimer, Lise Rosa	Witebsky, Leon Irving	Zlody, Rudolph Louis
Wall, Claire French	West, James Thomas	Witt, George	Zussman, Abraham
	Weston, Donald Leslie	Witte, Jewell Pick	Zweig, Joseph Philip



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## Comment

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### A Psychologist as a Legal Witness

Members of the APA will be interested in a recent decision that helps establish the position of psychologists in our society. This case, involving the qualifications of a psychologist as an expert witness, is *Hidden vs. The Mutual Life Insurance Company of New York*, decided by the United States Court of Appeals for the Fourth Circuit on December 15, 1954 (No. 6886). The testimony of a psychologist, offered by the insured to prove that he was mentally ill, had been excluded by the Trial Judge on the ground that, not being a medical man, the psychologist was not a qualified expert. The Court of Appeals on this ground alone reversed the decision of the lower court for the defendant, saying:

We think, however, that the objection to the ruling on the admissibility of the testimony of the psychologist is well taken. The uncontradicted evidence received at the trial tended to show that the expert was qualified in his field by academic training and by experience; and also that the objective tests which he described, although perhaps not well known to the general public, were recognized as helpful by medical experts in psychiatry. Moreover, one of the psychiatrists, whose testimony was received, based his opinion as to the condition of the insured in part upon the objective tests given by the psychologist to the insured in this case. Accordingly, it is our view that the evidence should have been received, and we are unable to say that its exclusion was harmless since the expert testimony played so large a part in the trial of the case.

As my lawyer friend, Harriet Pilgel, who informed me of this remarked, "Though the wheels of the law grind slowly, they get there eventually." This legal ruling, among others that are being made from year to year, indicates how the concept of the function and responsibility of psychology are gradually being constructed in our society.

ROLLO MAY  
New York, New York

### Psychological Testimony in a Courtroom

In view of the still unclear precedent concerning the admissibility of psychological test evidence in a court of law, I should like to report to fellow psychologists in some detail an experience which I had in the early part of 1954 as an expert witness in a courtroom litigation. I feel that it may be profitable for us to be informed of instances when a colleague is privileged to give testimony as an expert. Perhaps, in this way we can ourselves collect a body of cases which will help establish legal provision for the admission of psychological test data in a courtroom.

I testified in the Superior Court of Hartford County on behalf of a young girl who, some three years previously, had been seriously hurt when hit by a truck while crossing the street. She suffered multiple skull fractures involving the frontal and occipital regions, a left subdural hematoma, and diplopia in the left eye. Pathologic EEG findings were recorded after the accident and certain of these have remained up to the present time.

My services were enlisted by a psychiatrist called in to make serial examinations of this young girl, the plaintiff in the trial. His purposes in utilizing psychological test services were threefold: (a) to have objective evidence concerning the presence and extent of impairment in the plaintiff's thinking abilities; (b) to know if there was a present, definable personality disorder; and (c) to learn what limitations in her future adaptability to life's stresses the plaintiff might encounter as she grew older. All this information, he felt, was vital since the basic point of issue in this case was the degree to which this child was handicapped both at present and for the future. The defendant had already been designated as solely responsible for the accident.

In undertaking this assignment I recognized that I would have to be very clear in my own mind as to what constitutes valid test evidence. To me this was both a pragmatic and an ethical matter. I had no doubt that appropriate psychological tests could provide the kinds of information the referring psychiatrist was seeking. It occurred to me, however, that to him, as doubtless to the members of the court, a test might well be considered as scientific as long as it is administered in a uniform fashion and is interpreted with the aid of manuals which contain some normative data. Psychologists, on the other hand, know full well that test standardization is a highly technical affair and that even though a test is well standardized, it may still not give valid information. It, therefore, seemed to me that it would be best to accept as valid test findings only those findings with which other competently trained psychologists would find ready agreement and which could be obtained by them without any special knowledge of the testee. Parenthetically, any statements which I might make concerning this girl's present and future adaptability problems would in a pure sense be opinions and not facts, but opinions strongly supported by the test data. It was with this frame of reference that I presented my testimony.

I was called to the witness stand, where I testified for approximately forty-five minutes. At no time was my right to testify or the admissibility of my evidence

questioned. After stating my academic and professional background, I was asked by the counsel for the plaintiff to state the reasons for my seeing the plaintiff and to document in full detail the evidence which I obtained. I complied by describing the tests which were used and by illustrating the test procedures in a didactic way. I reviewed the findings from a carbon copy of my report which I carried on my person. Counsel for the plaintiff sought only to have me clarify some of the points which I had couched in too technical language. Counsel for the defense then undertook his cross-examination. Using the report which I carried as his guide, he asked me an assortment of questions almost all of which dealt with the specific test material I used in arriving at specific conclusions. At the conclusion of his examination, a motion was introduced by the counsel for the plaintiff to incorporate the full psychological report into the text of the trial proceedings. This motion was acceptable to the court.

It is difficult to know why my testimony was accepted by all principals concerned so readily. There are so many psychological factors at play in any courtroom trial that to parcel out the reasons why I was given the opportunity to testify just as any other recognized expert would be too conjectural. Suffice it to say that this was the first time that psychological testimony was introduced into the Superior Court of Hartford County and that this testimony was held to be not only relevant but significant by the counsel and medical consultant for the plaintiff. A precedent for psychological testimony, therefore, has had favorable beginnings in this courtroom.

IRVING H. FRANK  
West Hartford, Connecticut

### Professionalization in Psychology

The problems of professionalization in psychology have received a good deal of attention in the past few years, and a great many issues have been aired, clarified, and resolved. Despite this fact, several problems and inconsistencies remain, and deserve somewhat more consideration than they seem to have been given in the past. There are two related points to which I would like to draw attention.

My first point is relatively insignificant in and of itself. It assumes importance only if it indicates, or is an example of, a general attitude on the part of some APA members toward their colleagues. If it is, and of course it may not be, I believe we are due for a little soul searching. There seems to be a tendency, on the part of some, to insure the ethical behavior of their colleagues by removing all temptation to unethical behavior. A specific example concerns the suggestion of the board of directors, reported in the November, 1954,

*American Psychologist*, that membership certificates should not be issued because members might use them to indicate qualifications not actually possessed. This comment was made despite the fact that the code of ethics specifically forbids such behavior. This situation reminds me of the parent who finds it necessary to enforce his rule of "no candy between meals" by removing the candy. This should not be necessary when one is dealing with mature and responsible persons and I am under the impression that, by and large, the APA membership fulfils these qualifications.

My second point concerns the ABEPP. My feelings about this organization are conflicted. I assume that this board was established primarily for the protection of the public. This is most certainly an important obligation on the part of professional psychology, but I'm somewhat at a loss to understand why these standards should apply particularly to private practitioners and not, in the same degree, to all psychologists. (See Principle 5.41 of the 1951 *ad hoc* Committee on the Relations between Psychology and Other Professions, since adopted by the APA.) Surely those who deal with psychologists in other than private settings are entitled to professional service of equal caliber, and with few exceptions (e.g., some VA and university settings, etc.). I doubt that we can depend upon supervisory personnel to display the superior competence that we demand of our private practitioners. This seems to be especially true in the related fields from which much supervision comes. I also believe that we have one other obligation of equal importance. That is, the obligation to provide our prospective colleagues with training that will enable them to meet our "best professional standards." While the ABEPP procedures presently fulfil, in some degree, our obligations to the public, they fulfil our obligations to prospective psychologists deviously and indirectly, if at all. If we are sufficiently aware of what constitutes "good," "mature," "responsible" psychological practice and are able, with good conscience, to pass upon the qualifications of our colleagues in this respect, we ought to be able to develop a training program that will instill these qualities in prospective psychologists, thereby fulfilling both obligations much more effectively than we are doing at present. Our present procedures seem to me to be half-way measures at best, and at worst are leading to further division of the field of psychology when what is needed is consolidation and unity. A profession as divided as psychology cannot be strong, and present interprofessional conflicts certainly point up the desirability and necessity of unity and strength. There are at present so many levels of training, competence, and practice in the field of psychology that even the psychologist, not to mention the layman or related professional, must be confused. I think that we should

clarify the confusion by consolidation in terms of adequate and uniform professional standards for all, if we can, and not in terms of adding still another rubric.

My argument, as well as the establishment of the ABEPP itself, is based upon the assumption that we are able to define "good" psychological practice, and particularly as regards psychotherapy, inasmuch as this is the most prevalent occupation of private practitioners and the most controversial aspect of psychological practice. I have serious doubts as to the validity of this basic assumption, doubts recently reinforced by Eysenck's reports and by Meehl's chapter in the 1955 *Annual Review of Psychology*. Lindner expresses it quite aptly, albeit somewhat overemphatically, in his statement that "psychology has little to offer the distressed and perplexed who come to it with their symptoms and their problems and who beg for its aid. A few generalizations, a handful of suggestions, a small bundle of tricks, a bag of catch as catch-can techniques—these and little more comprise the therapeutic arsenal of the psychologist. In short, psychology has been oversold, and unfortunately, oversold not only to the laity but even to the psychologists themselves who refuse to see the poverty stricken nature of their discipline." If these doubts are valid, and we find that we can not define "good" psychological practice adequately, my argument, this entire controversy, and many of the professional adjustments psychology recently has made, including the establishment of the ABEPP, are academic and futile—mere attempts to put substance into a wisp of smoke. However, inasmuch as we have established and are operating the ABEPP as well as a number of other professional agencies I am forced to assume that most if not all psychologists feel, rightly or wrongly, that we have sufficient knowledge to establish successful criteria of competence in psychological practice. Therefore, I renew my plea. Let us apply this knowledge to training and selection at the training level where we can most effectively fulfil our obligations to the public, our future colleagues and to the future of psychology as an independent profession of uniformly high caliber!

I would like to add, at this point, a final suggestion that despite all the inadequacies involved, our present training procedures—at the doctoral level in approved training programs—are producing psychological practitioners capable of functioning ethically and competently in private or any other practice and that our practitioners are equal to or superior to most others functioning in the field of personal adjustment (eg: clergymen, physicians, social and welfare workers, psychiatrists, etc.). If this is true, and I believe it is, I feel that the ABEPP should be operated as medical specialty boards are operated—as a means of designating particular ex-

cellence among one's competent, well-trained, and independent colleagues, and not as a means of professional approval of one's ability to assume independent professional responsibilities. This latter will have been, or should have been, established long before! If our graduates are not equal to or superior to others functioning in the field of personal adjustment, and if we are also as knowledgeable as our actions would suggest, I submit that we need something far more drastic and inclusive than the ABEPP—we need a rather extensive revision of our training standards and procedures.

While the arguments and opinions that I have presented here may not be new, I present them because I believe they have been too readily discarded and forgotten (or repressed?), and that they deserve far more consideration than much of what occupies our professional attention today.

JOHN E. DREYDAHL  
St. Paul, Minnesota

### Paradox or Contradiction?

In the April *American Psychologist* two young psychologists note the discrepancy between theory and practice in the clinical field, particularly during training, and a veteran says that he itches too but offers no suggestions for relief. It seems clear that our society can use many clinicians, a few experimentalists, and fewer who are half-and-half. On the other hand, scholarly tradition requires publication and the age requires it to seem scientific. Training is institutional for ends that are individual. Such observations could be compounded and argue for much franker facing of the sociology and economics of clinical psychology than has been given them. Each deserves a panel or section of papers at APA conventions.

Beyond this I should hypothesize improvement if: (a) Discrepancy were not considered paradoxical but contradictory, thus indicating error in theory or practice or both. (b) Research instruments were not rushed into clinical use before what we used to call standardization had been achieved. (c) Experimentalists would imbue clinical trainees with the professional value of the experimental approach and development of a case and the scientific obligation to gather data in practical work at least to further self-acquaintance. (d) Early in clinical training selection began to operate on the basis of performance tests. Unit requirements are asinine. No one should be certified for the use of a clinical technique unless and until he can prove competence through results in the judgment of a group of his peers.

HARRY C. STEINMETZ  
San Diego, California



### The Use of McBee Keysort in Content Analysis

The labor involved in content analysis can be greatly reduced with a mechanical sorting system called *Keysort*.<sup>1</sup> This system employs record cards with small holes punched around the card edges. Data to be analyzed are recorded on the cards, and the cards are coded by notching away the portion of the card between the hole and the card edge. Data coded under any one category (or any combination of categories) can be recovered by means of a sorting-needle, which quickly separates notched cards from unnotched cards.

In principle, the system is much like IBM. Its advantage in content analysis is that coded qualitative data can be typed onto the cards themselves. The context is thus preserved without the loss of flexible and accurate sorting. An additional advantage is that the only equipment necessary—a hand-punch and a sorting-needle—costs less than \$10.00. The cards, available in sizes from 3¼" by 7½" to 8" by 10½", cost from \$10.53 to \$63.95 per thousand, depending on size.

Experience with Keysort in the analysis of verbatim material shows that the job proceeds best when the following rules are observed: (a) Make a final decision on every detail of the coding system before notching any cards. Patching and renotching is a tedious job. (b) If the coding system contains pairs of mutually exclusive categories (such as male-female, adult-child, or positive-negative) notch for only one member of each pair. The other member will automatically be on the remaining cards. (c) Leave a left-hand margin of about half an inch so that the code can be typed onto the card face as well as notched into the card edge. Typed code numbers are easier to read at a glance. (d) If a passage is coded under more than one category, decide which is the major category and designate it with an asterisk. On any one card, type only passages with the same major category.

This system can be adapted to almost any sorting job. In assembling bibliographies, references can be abstracted and coded for author, date, and topics. In maintaining files of examination questions, items can be reproduced and coded for content, source, and difficulty level. In item-analyzing questionnaires, a separate card can be assigned to each subject and coded for his response to each item.

It is rumored that an Eastern college fraternity maintains a Keysort file of local coeds. The cards are said to be notched for age, coloring, dimensions, average

<sup>1</sup> Manufactured by The McBee Company, 295 Madison Avenue, New York 17, New York. Local offices listed in the telephone directory under "McBee."

cost-per-date, and other behavioral data. The report is unconfirmed, however.

WILLIAM D. WELLS  
Rutgers University,  
Newark Colleges

### One Reason Why Psychologists Don't Vote

Dennis and Girden (DENNIS, W., & GIRDEN, E. Participation in APA voting. *Amer. Psychologist*, 1955, 10, 212-214) have shown that only 52.1 per cent of Fellows and only 37.1 per cent of Associates voted for APA President in the 1954 election. Quite aside from the obvious fact that many of us either do not know the candidates or do not have any marked choice among them, there is a still more important factor: Many of us in academic work do not receive the ballot until the deadline has passed. Although ballots for 1955 were probably mailed "by the end of May," today, June 6, is Commencement Day and the ballots have not yet arrived. Anyone who leaves immediately for a month's vacation, who teaches in another summer school, or who works in industry during the summer, is apt not to have his mail forwarded in time to meet the July 1 deadline. If greater participation in APA voting is desired, why not change all dates connected with voting so that they will occur one month earlier?

ALBERT K. KURTZ  
University of Florida

### Bravo, Dr. Brothers!

It was inevitable that the myriad radii of the squared circle should come tangent to the profession of psychology at many points. But little did anyone anticipate that lipsticks, boxing, and Madison Avenue kinescopes would join forces to give us so potent an opportunity for upgrading our public relations. Reference is, of course, to Dr. Joyce Brothers' appearances on CBS television's "The \$64,000 Question." If the reported audience estimates of sixty million viewers are even half correct, then surely Dr. Brothers' unabashed unpretentiousness must have contributed much toward creating a heightened public regard for psychology as a profession and for psychologists as persons. For such a service, \$64,000 seems a trifling reward indeed. It is doubtful whether any public relations committee with similar incentive and no operating budget, however diligent and resourceful its members, could have accomplished as much. Bravo!

HARRY C. AICHNER  
Erie, Pennsylvania

## Across the Secretary's Desk

### In the Matter of Juries, Democracy, Science, Truth, Senators, and Bugs

A few weeks ago many Americans saw headlines describing some events as "jury-bugging" or "jury-eavesdropping." Headlines blared:

SENATORS AT INQUIRY SEEK LAW BARRING  
JURY-TAPPING;  
PROFESSORS DEFEND SECRET "MIKES" IN JURY ROOM

The case involved a Ford Foundation research grant, the University of Chicago law school professors, the Rosenbergs, the Lawyers Guild, the Kansas Bar Association, country lawyers, the Department of Justice, and a two-day investigation by Senator William Jenner and Senator James O. Eastland. Also the behavioral sciences were intimately though not blatantly connected with the whole thing.

The man who directed the recording of the juries was Fred Strodbeck, an APA member. The two-day Senate "investigation" of this research also brought out many references to social science, for good or ill.

At the Central Office of the American Psychological Association we became interested in this case, and decided to set forth some of the basic facts as we saw them, in the belief that many APA members will agree that the jury-recording case raises questions very significant both to science and to democracy.

The public controversy began early in October, when Attorney General Brownell revealed that scientists had "bugged" some federal juries the year before. Apparently thinking that critics would feel the Attorney General's office had condoned "tapping," Mr. Brownell said this action was not in line with the policy of the Justice Department.

Attorney General Brownell reprimanded the University of Chicago Law School, and said, "We in the Department of Justice are unequivocally opposed to any recording or eavesdropping on the deliberations of a jury under any conditions, regardless of the purpose." He said he would ask for a law to prevent such recording "by any persons whomsoever and by any means whatsoever."

In Chicago, Professor Harry Kalven, Jr., director of the project, said that recordings were made of

five civil cases in the Tenth Federal Circuit Court at Wichita in May, 1954. According to him, the aim of the project was to improve "the administration of the court system." The newspaper stories were not very clear on why any professors should want to "bug" juries, and the first editorial comment was almost unanimously adverse.

Under the headline JURY TAPPING, the Washington *Post* editorialized that the research tapping was "altogether shocking. . . . A very bad mistake was made at Wichita, and it was compounded by the public discussion of the project. Mr. Brownell and Senator Eastland are quite right to initiate measures which will prevent any recurrence of this kind of intrusion on the administration of justice."

The Washington *Evening Star*, under the headline JURY SNOOPING, said "a halt must be called. . . . The professor in charge . . . has said that the school intends to continue 'if we deem it appropriate from the standpoint of our research at some future time.' The suggestion of arrogance in this statement may or may not have been intended. And the question is not important. What is important . . . put a stop . . . ought to be stopped by the judges. And the publicity evoked by this incident may bring about that result." Many press and radio commentators, notably Fulton Lewis, Jr., gave steady attention to the case.

Senator James O. Eastland, of the Internal Security subcommittee of the Senate Judiciary Committee, announced that his committee would investigate the project with an eye to writing federal legislation prohibiting any further recording. The committee subpoenaed five persons: Edward H. Levi, dean of the Law School; Kalven; Abner Mikva; Paul Kitch; and Fred Strodbeck. The hearing date was set for October 12.

The hearing opened promptly before a crowded hearing room. The press tables were also crowded, and TV newsreel spotlights enlivened the scene. Only two Senators were present and, in fact, only these two, Jenner and Eastland, took an active part in the jury hearing.<sup>1</sup>

<sup>1</sup> The other members of this committee are Senators Olin D. Johnston, South Carolina; John L. McClellan, Arkansas; Thomas C. Hennings, Jr., Missouri; Price Daniel, Texas; Arthur V. Watkins, Utah; Herman Welker, Idaho; and John Butler, Maryland.

Senator Eastland had a prepared statement for the press, beginning: "This hearing has been called to make a public record of the facts behind reports respecting the recording of the deliberations of juries, allegedly in connection with a research project financed by a grant from the Ford Foundation." Further he said, "I suppose there may be some criticism of the subcommittee in this instance for venturing into a matter which does not appear to involve subversives or subversion." He claimed jurisdiction "from the fact that anything which undermines or threatens the integrity of the jury system necessarily affects the internal security of the United States." He did feel that other committees might have jurisdiction, such as "the full Judiciary Committee itself."

Senator Jenner also had a statement: "I should like to say for the record that I think this hearing is entirely proper and fully within the jurisdiction of the Internal Security Subcommittee. . . . The most important aspect of this situation, it seems to me, is the effect upon the deliberation of future juries, growing out of the publicity which has been given to this case, and the knowledge, now widespread, that it is apparently possible, without violation of law, to hide a microphone in a jury room . . . this knowledge must color the thinking of all juries . . . from now on until appropriate action has been taken. . . ."

Senator Jenner also noted the committee was departing from its usual practice, which is to hear witnesses in secret session before questioning them in public session. This policy, he said, was due to the fact that the committee ordinarily works on subversive activities, "and there has always been the need to protect innocent persons from possibly irresponsible charges. The hearing today will not involve, I am sure, any irresponsible charges."

As the publicity storm raged, the professors at the University of Chicago recognized that many lawyers and judges, with or without any specific knowledge of the problem in question, would react unfavorably to the idea of recording jury deliberations for any purpose whatsoever. In preparing their statements to make before the committee, they marshalled statements from lawyers and officials who knew of the project and were sympathetic to it.

Dean Levi had a ten-page statement, beginning, "A number of distinguished and able leaders of the Bar believe a study of the jury system can make a

substantial contribution to the administration of justice, and many of these leaders believe that such a study may properly use recordings of actual jury deliberations." His second point was that "the recordings of actual deliberations were carried out under safeguards to preserve the integrity of the jury system." His third point was "that the jury system is a suitable and important subject for basic study, and the study as carried out should contribute to the strengthening—and not the weakening—of this important American institution."

Dean Levi wanted to read into the record the names and statements of many such people (for example, the president, president-elect, and five past presidents of the American Law School Association) who had authorized a statement. Five judges of the Illinois Appellate Court and two Federal judges had also given strong statements.

When Dean Levi was called, he asked permission to read his statement aloud, but it was merely accepted for the record. He did not have enough statement copies available for all the press. Thus the "battle of lawyers" on either side of this issue never materialized so far as press and radio were concerned.

The second witness, Harry Kalven, was given the same treatment. He had wanted to go into detail on the other studies being made as a part of an extensive inquiry into the jury system. It was never made really clear that the recordings of six juries were made only as a check upon a much greater amount of work done in moot trials. And *that* research project is only a part of a still more extensive study of judges, juries, and of the history of the jury system.

The day the hearings opened, Assistant Attorney General Warren E. Burger said that the school "had originally planned to conduct 'surreptitious eavesdropping' on 500 to 1000 Federal juries." Counsel for the Committee, J. G. Sourwine, devoted much time to this "plan." Professor Kalven said that this was never originally contemplated by the research group, and that the Attorney General's office "had reason to know" that it was *not* being considered.

A good deal of questioning concerned the amount of money spent on the project. It was brought out that the program began in September, 1952, with a grant of \$400,000 from the Ford Foundation. Dean Levi announced that the Foundation had recently given the University an additional \$1,000,000.



Both Levi and Kalven explained how the presiding judge in Wichita, Delmar Hill, and the senior judge of the Tenth Circuit, Orrie L. Phillips, had approved the recording, and how the consent of other authorities involved was obtained. Later, a lawyer active in one of the cases, Logan Green of Garden City, Kansas, testified how he was asked for his consent. He said, "Frankly, I didn't give the matter too much thought. I was preparing to select a jury, with a lawsuit to try." There was laughter in the hearing room when Mr. Green said, "Frankly, I didn't give the matter as much thought as I would now."

Much of the questioning of Dean Levi and most of the questioning of Professor Kalven consisted of asking them about organizations and persons they might have known. Dean Levi was asked whether he had ever been a member of the National Lawyers Guild, and he said that he had belonged for a short time ten years previously. He was asked about a letter he had once signed, denouncing the House Un-American Activities Committee as a "spy-hunting group." Dean Levi said he knew of no organized Communist activity at the University of Chicago and denied any knowledge of a long list of individuals and organizations described by Mr. Sourwine as subversive or Communist.

Professor Kalven was extensively questioned on his interest in the Rosenberg atomic spy case. A letter that he had written to President Truman asking clemency for the convicted spies was brought up. Apparently Kalven had anticipated that the Committee might veer back to its more normal course of investigation, for he had a copy of the letter with him and it was put into the record, although not read at the time.

It was brought out that Kalven, with others, also signed another letter appealing for the Rosenbergs. The latter letter had been signed by numerous University of Chicago faculty members. Mr. Sourwine was asked whether Professor Kalven had written an article in the *Bulletin of Atomic Scientists* about the security case of J. Robert Oppenheimer. He had written such an article, and it was placed, *in toto*, in the record.

Even the *New York Times* reported much of this line of questioning, so that facts on the jury business were associated with other issues.

At one point, Dean Levi was asked, "What is meant by research in the behavioral sciences?"

Mr. Levi replied, "I regard behavioral sciences as being a big word for sciences." So he was asked, "What are the social sciences?" And he said, "Well, it is a study of the behavior of people, an attempt to use scientific methods to describe their reactions, as, for example, their ability to understand particular instructions of a judge, the difference that it might make to a jury if the instructions were put one way rather than another, the use of techniques for interviewing jurors. I must say that, as I construe the social sciences, it is a branch of knowledge of which lawyers have long been aware."

On the second day, witnesses were called to tell exactly how the program of recording had been set up. It was here that Fred L. Strodbeck appeared. His questioning was almost entirely devoted to the mechanics or, more properly, the acoustics and electronics by which the deliberations were taped. The hearing record shows pages devoted to the matter of making duplicate tapes and obtaining, or not obtaining, binaural input.

Then he was questioned at length about the "security" provisions: the care taken to see that recordings with names and dates which would identify the cases would not fall into any outside hands.

The Strodbeck questioning and testimony of other witnesses brought out the fact that the recordings had been edited to remove identifying names of places, etc. In the ordinary course of the research project, no one ever used the master tapes.

The edited tapes, however, had been taken to a judicial conference at Estes Park, Colorado, and had been played to an audience of judges and discussed, without any identification whatever of where the recordings had been made.

The professors who gave permission for the recordings to be made were assured that this meeting was closed and off the record. But some newspaper men were present, and it was from this meeting under the jurisdiction of judges that news stories went out which "blew the lid off" the jury project.

Judging from the visible reaction of the committee and senators, the most startling statement made by Professor Strodbeck related to administration. Mr. Sourwine asked him, "Is Mr. Kalven your superior in this project?" The reply was, "In a university, the relation between persons who are working on a faculty are not of a sort that can ordinarily be characterized by superior-subordinate relations."

MR. SOURWINE. Do you mean that in a project like this, there is no boss of the project?

MR. STRODTBECK. That is right.

MR. SOURWINE. You spent \$400,000 and you have another \$1,000,000 to spend, and there is no boss of the project?

Mr. Strodtbeck then went on to explain how people pooled their "technical competence" under the supervisory competence of Dean Levi.

Paul Kitch, an attorney from Wichita, Kansas, who had made local arrangements for the recording, was called to be questioned as to exactly what had happened there. He stated that he had been concerned for some time about the status of the jury system, and in 1934 had spent time in England studying the British jury system. He said the original impetus for doing something to improve jury operation came to him because of a series of newspaper stories which described the techniques by which criminal lawyers fooled juries. He said he was looking for some way "to combat this kind of publicity, to tell the American public how good the jury system was, instead of how bad it was."

Mr. Kitch made it clear that it was he who had "sold" the actual recording project to Dean Levi, who had been a classmate of his at the University of Chicago. His point was that studies of moot juries and theoretical work did not have the significance for the legal profession that realistic study of actual juries would have. He said that he convinced Mr. Levi that this would "be of practical utility to the profession, instead of dealing with my old criticism of law professors of getting unreal and theoretical, that here was a chance to sink their teeth into something."

In all this Mr. Kitch represented a public relations committee of the Wichita Bar Association. That committee, on its own, had sent out a survey to people who had served as jurymen. In their questionnaire, they had asked people who had been involved in litigation, whether they would prefer a jury trial or settlement before a judge. Some 40 per cent said that they would rather have a judge, and such replies corroborated, in Mr. Kitch's eyes, his feeling that the jury system has fallen into some disrepute.

Mr. Kitch was very enthusiastic about the recordings and said that he would like to see a lot more of them made.

Another witness was Irving Ferman, Washington director of the American Civil Liberties Union. His

statement was quite brief and was emphatically against any recording whatsoever. He felt that the fact that consent was obtained by counsel and court was "of no significance." He said, "We plead today that the jury room remain tightly closed forever." Senator Eastland asked, "Is it or is it not the responsibility of the trial judge to see that those provisions of the Constitution are carried out, including the perfect freedom of secret deliberation by the jury?"

MR. FERMAN. I would say yes.

THE CHAIRMAN. Then is it your judgment that the judge in this case, Judge Hill, who permitted that, did not perform his duty?

MR. FERMAN. Well, Mr. Chairman, you could appreciate my feelings as a member of the bar in criticizing a gentleman on the bench.

THE CHAIRMAN. I know how we feel about criticizing judges. But—

The Chairman never finished that sentence. Mr. Ferman concluded his statement with three more sentences of general comment on possible good or harm from "this experimental project."

\* \* \*

At the conclusion of the hearing, on the afternoon of October 13, Senators Eastland and Jenner released a statement for the next morning's newspapers in which they said they would seek a law to ban any further jury recording.

They said the facts involved here "would be almost unbelievable if they had not been the subject of testimony under oath." They called the project "a flagrant abuse of authority, a violation of the constitutional guarantee of the right of trial by jury."

"We consider beside the point the claim that this violation of the sanctity of the jury room was intended for research purposes only, and that efforts were made to keep the whole matter a closely held secret. The impossibility of achieving success in such efforts has been well demonstrated by the way in which the facts have been shown to have leaked out in this case. Furthermore, it seems obvious that if there was no intention ever at any time to make public use of the material obtained by recording the juries' deliberations, there was no reason for arranging these recordings at all."

They also said: "We were appalled to learn, through testimony before us, of the extensive steps taken by the University of Chicago representatives

to learn the exact identity of each juror whose deliberations were recorded and to establish exactly what each juror said. That such a record was made at all, and that this record has been carefully preserved, is one of the most reprehensible aspects of this whole matter."

In concluding, the senators attacked the Ford Foundation. It had been shown that Ford had given a second grant of funds to law research at the University of Chicago *after* it had known about the jury project. To Jenner and Eastland, this "raises the question of whether that foundation has gone beyond the proper bounds of any purposes it has the right to claim."

The testimony had clearly indicated that the jury recordings had partially been made public, not through actions of the research people, but through the actions of the judges. No judge, however, was ever called for questioning. Correspondents guessed that Jenner and Eastland felt that separation of powers in the federal government did not countenance such questioning of judges by legislators. In their statement, Jenner and Eastland said they did not feel that an agency of the Senate could "properly inquire into the official conduct of any federal judge."

Following the hearing, the press was less unanimous about denouncing the professors' project. Many took the line that what was done was foolish, but well-intentioned. Max Lerner, columnist for the New York *Post*, wrote: "At the risk of being thought subversive I confess to remaining calm amidst the excitement . . . it was a foolish step to place a mike in the jury room . . . but I find it hard to respond to the passionate pitch. . . ."

"I think it is an indignity to catch any person vulnerable and unaware, and put him on a record . . . but the mistake was an honest one. . . . Dean Levi, Professor Kalven, and Lawyer Kitch could obviously learn no secrets from the recordings that could line their pockets or give them some mysterious power or hurt the country. They thought that a closer study of jury behavior would make better jurors out of most Americans, and they had a right to think so. . . . The Wichita case gives us a chance to take stock and find that we really know almost nothing about how juries operate."

The weekly newspaper, *Labor*, editorialized on the affair under the title "Brownell Pulls Off a 'Grandstand Play'." *Labor* recalled that a Supreme Court

justice, Oliver Wendell Holmes, "called wire tapping a dirty business." Stated *Labor*, "We're against 'eavesdropping' anywhere, by anyone, and we think the Chicago professors put on a fool performance. But Brownell had better be careful about criticizing such practices, because he lives in a glass house."

A *Wall Street Journal* editorial said: "We wonder if Brownell is himself altogether blameless of contributing to the thinking that led these judges and lawyers to violation of the jury room. Brownell sponsored a wiretap bill which would have allowed him to designate whose telephones would be tapped. . . . The home has a legal sanctity also. . . ."

A correspondent to the letters column of the Washington *Post*, Miss Margaret Plaut, makes the point that these recordings were never an invasion of privacy and of "the safety of the individual because the scientists were not interested in the jurors as persons, or in what way they personally behaved; rather, they were interested in how a jury handles a given situation."

Miss Plaut wrote: "The really frightening thing in the whole affair . . . [is that] we have become so accustomed to being subpoenaed by congressional investigating committees that not even professionals in law refuse to testify any more before the Internal Security Subcommittee when they are questioned about matters which by no stretch of the imagination can fall under the authority granted to that committee."

Malvina Lindsay wrote in the Washington *Post*: "Social scientists seem to be facing one of their periodic crises, in which public understanding needs to catch up with them. . . . Social scientists . . . Ford Foundation . . . UNESCO . . . United Nations . . . Harvard University . . . eggheads—so it goes."

Ford is now "the most frequently attacked of all the foundations," she wrote, and "cries of triumph resounded . . . when it was recently found . . . financed secret recordings . . . while this particular study, which was requested, not by social scientists, but by a group of Kansas lawyers, was evidently a mistake, yet the general study on group decisions is much needed."

"Suspicion of those who study human behavior often has primitive roots. It may be based on fear that the professors, the 'eggheads,' the Foundation and all others who explore areas not visible through microscope or telescope will get secret knowledge



and use it to control others, to make their decisions for them."

The Washington *Daily News* observed that 50 per cent of the first day's hearing was taken up with questioning of Dr. Levi and Dr. Kalven on whether they "knew this and that person who belonged to this and that organization. . . ."

The *News* story concluded by saying, "The day ended with Senator Eastland telling Professor Kalven: 'Why, you know that there's been no real attack on the American jury system. Don't you realize that? Except Andre Vishinski, and this is what he said. . . .'"

Fred Othman, humorous columnist for Scripps-Howard, told stories of his own experience as a juror, and more or less facetiously suggested recording would be good for some jury cases; ". . . if every jury room had a sign, 'these deliberations being recorded,' the dozen deep thinkers might be more inclined to stick to business."

It is interesting to try to trace the chain of events which led to this brief but extensive publicity, which brought the three Estates of the U. S. government, the Fourth Estate of the press, and the Fifth Estate of science into confused conflict. A reading of the record suggests that the situation evolved like this.

The jury system is part of our hard-won Anglo-Saxon liberties, and in fact is part of the Constitution. It may not be functioning as well as it could.

Judges and lawyers are concerned about it, and naturally so are most law schools and their researchers. Two years ago, private enterprise in the form of lawyers in Wichita began to focus on this problem because the press, exercising its freedom, had pointed out weaknesses in the jury system and had aroused the conscience of some individual lawyers. These lawyers, Mr. Kitch and others, came into contact with researchers at the University of Chicago who had already been endowed with a hatful of money (money originating with the free enterprise of the Ford Motor Company, another major estate in our "estates" figure).

The project was recognized from the start as ultimately dangerous and a delicate enterprise. But the doubts of professors were overcome by the actions of lawyers and judges who wanted them "to be practical." Elaborate "security measures" were taken by people whose natural instincts for the

dissemination of all knowledge and data had been made "sophisticated" by an atmosphere of security.

The security breach, to use that sanctimonious term, was *committed by the judges themselves* at the Estes Park conference, or perhaps by newspapermen violating an off-the-record agreement. The latter point was never brought out, nor was it the subject of questioning at the hearing.

Once the story was out, the executive side of government, through Attorney General Brownell, and the free press, through Fulton Lewis and many others, cried havoc. Then various forces began to maneuver to come into focus in the hearing room in a legislative chamber.

The press is there in full force. The executive is represented by executive statements which are thoroughly investigated. And the Ford Foundation, representing surplus wealth and the conscience of the business community, is thoroughly gone over as to whether or not its conscience is guilty.

The *judges*, however, are absent, although not conspicuously absent so far as press comment is concerned.

After a confused national town meeting through the medium of the press, the Senators making the inquiry release a statement of verdict, with a speed certainly unheard of in the courts. The various threads convulse into a knot, and then are released by publicity. Perhaps everyone now has a better understanding of the jury system which, however, remains in much the same state as before.

It is difficult to find in this mishmash any clear and coherent lesson for behavioral scientists. The bystander, however, finds himself with many disjointed impressions as he tries to react to the whole affair. Some of these may deserve enumeration here.

1. In this instance freedom of enquiry got itself involved with a number of "estates" but it clashed head on with the value the society holds at least as dear as freedom of enquiry—the right to privacy. In this collision freedom of enquiry came off second best, as perhaps it should. As scientific study of behavior increases both in quantity and in incisiveness, the processes of investigation as well as the results thereof will affect the values and institutions of society. Those who wish to study behavior, either individual or group, will have to be keenly aware of what "sanctities" they threaten as they go about their business. Perhaps behavioral sci-

entists will have to work out more explicit ground rules for their own guidance as their research leads them close to social explosiveness. Freedom of enquiry is not the most vital value in our society. That freedom will be decreased if it is perceived as doing insult to values more deeply rooted.

2. The whole "bugging" affair illustrated some of the current hostility to social scientists. Both in the hearings and in the press coverage, social science somehow got itself closely connected with subversion. Knowledge about human behavior seems to be regarded as dangerous to collect and dangerous to "own." Even many intellectuals come down with anti-intellectualism with respect to behavioral research. Humanists and the "enlightened press" sometimes join with anti-introceptive conservatives in expressing a vaguely defined but strongly felt uneasiness about man's learning too much about man.

3. Physical scientists, until they invented the bomb, had to worry relatively little about their effect on society. Behavioral scientists must start their worrying at a much earlier stage in their scientific history. Even one relatively limited research project achieves enormous visibility and stirs up a mare's nest of social concern.

4. Throughout these hearings there was great concern on the part of the committee with the activities of the Ford Foundation. Putting bits and pieces of evidence together, one is led to the impression that the committee views the Foundation as a vast and powerful enterprise devoting itself to creating a monopoly of knowledge about human behavior. It sends out well-heeled scouts, called researchers, who snoop around, even in jury rooms, and report their findings back to the Foundation. The Foundation hoards this information and someday, of course, it will simply take over.

The individual scientist is sometimes perceived similarly. He collects knowledge, too. This knowledge is power. What will he do with such power?

(Incidentally, concern for the uses of the power of knowledge seems to be more pronounced in those who live in a subjective world of power politics.)

5. The hearings represented, in a way, a contest between sentences and paragraphs. The committee used an offense featuring short, pithy jabs, understandable to all, and redolent with standard American values. The researchers came back with paragraphs—intricate, literate, patterned, logical, with values implicitly there but barely visible. Sentences, in the eyes of millions of spectators, won the day. Paragraphs do not make headlines. Is there a way in which the values of science and of scientists can be stated in sentences—without undue insult to standards of precision and adequacy?

6. These hearings were set up as a contest between the committee and the witnesses. The committee makes the rules by which the contest will be conducted. These rules seem to arrange things so that the witnesses have to wage two contests while the committee presses only one—and one in which it is vastly experienced. The witness has to worry both about his own personal survival and his "cause." Just as he may think he is making some headway on the issues, he must defend himself from a sudden flank attack that puts him in personal jeopardy. Unless he possess very rare skill, the witness can achieve little more than mere survival. He is kept much too distracted to concentrate on advancing his cause.

7. It is vastly important, both for democracy and for behavioral science, that ways be found whereby our behavior and our institutions can be studied with greatest profit and with least harm to the sanctities we live by. To place professors in the town pillory, even though they may have erred, and try them by the shouts of the mob is not likely to help anybody make sense about anything.

MICHAEL AMRINE  
FILLMORE H. SANFORD

## Psychological Notes and News

**Alvin Kaplan**, Trenton, Michigan, died on August 18, 1955.

**Marian M. Jacobsen** of Delmar, New York, died on November 7, 1955.

**Olive M. Hart Loux**, Jamestown, New York, died as a result of an automobile accident on November 11, 1955.

**William Lowe Bryan**, president emeritus of Indiana University and President of the American Psychological Association in 1903, died on November 21, 1955 at the age of 95.

**Lysle W. Croft**, Lexington, Kentucky, died on December 1, 1955.

**F. M. Hamilton**, Leonia, New Jersey, died on December 1955.

**Martin Singer**, chief psychologist at Meadowbrook Hospital, Hempstead, Long Island and associate professor of psychology at Adelphi College, died on December 21, 1955 of rheumatic heart disease.

**Detlev W. Bronk**, president of the Rockefeller Institute for Medical Research, New York city, has been elected chairman of the National Science Board, governing body of the National Science Foundation. **Paul M. Gross**, vice president and dean of Duke University, has been elected vice chairman of the Board and chairman of the Executive Committee. **Allen O. Gamble** has been appointed project director of the National Register of Scientific and Technical Personnel in the National Science Foundation.

**Gardner Lindzey** has been appointed professor of psychology at Syracuse University, beginning September 1956. At present, Dr. Lindzey is a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford, California.

**Koji Sato**, professor of psychology at Kyoto University, Japan, is spending the current academic year visiting departments of psychology in American universities. Dr. Sato reports that the Japanese

Psychological Association is a flourishing organization with 1,300 members. Currently it publishes two journals, *Japanese Psychological Research*, a semi-annual publication published in English, and the *Japanese Journal of Psychology*, a quarterly published in Japanese, but with English abstracts.

**Francis J. Lee** has been appointed supervisor of management training by the Central Engineering Division of Chrysler Corporation, Detroit, Michigan.

**A. Terrence Polin** has accepted a position as personnel development specialist at the Aircraft Gas Turbine Development Department, General Electric Company, Cincinnati, Ohio.

**John R. Martin Associates** announce the addition of R. David Young and Edwin M. Glasscock to their staff. The other full-time staff members are Charles Roth and Charles D. Scheips.

**Ben S. Morris**, director of the National Foundation for Educational Research in England and Wales, will attend the International Conference arranged by the American Educational Research Association in Atlantic City, New Jersey, from February 12 to 21, 1956. He will remain in the United States for a few weeks thereafter and could accept a limited number of invitations to lecture on current educational research in England.

**Carl H. Rush, Jr.**, has left the APA Central Office staff to join the Employee Relations Division of the Standard Oil Company (New Jersey) as assistant to the advisor of employee relations research.

**Roderick H. Bare** has been appointed executive assistant at the APA Central Office.

**S. Stansfeld Sargent** has resigned from Barnard College and Columbia University and is studying clinical psychology at the University of California at Los Angeles.

**G. Garth Thompson**, formerly engaged in human engineering research with Stanley Aviation Corporation, has accepted an appointment as assistant to the Dean of Millard Fillmore College, the adult education division of the University of Buffalo.



**Robert G. Bernreuter**, after having served as part-time technical director since 1946, has terminated his work with the Klein Institute for Aptitude Testing, Inc.

**Harry Sands, Herbert G. Birch, Herbert Fensterheim, and Arthur Lefford** announce the establishment of **The Psychological Laboratory, Inc.**, New York City. The present services of the Laboratory include psychological diagnosis and evaluation to be offered to psychologists, physicians, and public and private agencies.

**William D. Kinnon**, formerly administrator of the work-study training program of the U. S. State Department Foreign Operations Administration, as well as senior counselor for the College of Business Administration at Denver University, has joined the staff of Western Personnel Institute where he will assist in its program of student personnel research.

**Bertha K. Duncan**, formerly clinical psychologist at the Kansas State Receiving Home for Children, has assumed her new duties as chief clinical psychologist at the San Antonio State Hospital, San Antonio, Texas.

**Gerhart D. Wiebe**, research psychologist with CBS since 1942, has been named assistant to CBS president Frank Stanton. Dr. Wiebe is also president-elect of the American Association for Public Opinion Research.

**John J. M. Whiting** represented the APA at the Academic Convocation at Tufts University on December 8, 1955.

**Stephen Habbe** represented the APA at the inauguration of President Caswell, Teachers College, Columbia University, on November 22, 1955.

**Richard W. Kilby** was awarded a Fulbright Visiting Lectureship to the Government Training College, Punjab University, India where he will be for the current academic year. He is on a leave of absence from San Jose State College.

**Samuel Ornstein**, formerly of the University of Florida, has been appointed clinical psychologist in the Institute for Psychological Services, Illinois Institute of Technology.

**Jerome M. Schneck** was recently appointed clinical professor of psychiatry, State University

of New York College of Medicine, New York City. He will continue in private practice.

**Morris M. Pauleen** has been appointed director of psychology at the New Jersey Neuropsychiatric Institute, Princeton, New Jersey.

**Harold V. Gaskill**, formerly dean of the Division of Science and director of the Industrial Research Institute at Iowa State College, is now vice president in charge of planning for the Collins Radio Company at Cedar Rapids, Iowa.

**David F. Kahn** has been appointed director of psychological services and research at the Lexington School for the Deaf, New York City.

**Elizabeth Monroe Drews**, director of psychological services in the public schools of Lansing, Michigan, has been appointed associate professor in the University of Buffalo School of Education. She will also devote part of her time as a special consultant to the faculty of Amherst Central High School.

**Robert Radlow** has been appointed assistant professor in the department of psychology at the Woman's College of the University of North Carolina.

**Eugene H. Eisman, John S. Caylor, and John Grossberg** are now on the staff of the University of California at Riverside.

**Roosevelt University** has appointed the following new faculty members in psychology: Laura Rice and Bernard Goldman, assistant professors; Joseph Bergman and Binyamin Lebovits, lecturers.

The psychology department at **Dr. Norman M. Beatty Memorial Hospital**, Westville, Indiana, now has the following staff: Frederick J. Heimlich, chief psychologist; Elaine Dorfman, Billie S. Mandl, Verlyn L. Norris, Milton J. Minas, Roland E. Protz, and Manfred Stern, staff psychologists; Jeene W. Gaines, Roberta J. Hadley, and William B. Edwards, psychology interns.

**Indiana Boys' School** announces the activation of a psychological services department in its administrative organization. The following personnel were appointed: Kenneth Luoto, director; Gustave Erickson, assistant psychologist; and Bernita Grogan, secretary-psychometrician.

The Institute of Living announces the following appointments in the division of clinical psychology: Mervin Reznikoff, director; Alma L. Nicholas, senior clinical psychologist; Tom D. Olin and Donald T. Tomblen, clinical psychologist.

The psychology department of the State Hospital at Raleigh, North Carolina, has recently added two assistant psychologists to the staff. The staff now consists of Robert F. Mines, chief psychologist; Paul Prevetta, Bernard Barnes, and Horace F. Stewart, Jr., assistant psychologists.

The Psychological Consultation Service announces that its present clinical staff is as follows: R. Edward Berman, director; Sheldon J. Lachman, associate director; Michael M. Reece, Leland H. Stott, Ned Papania, and Justin Pikunas, senior staff consultants.

In implementing its revised graduate program in industrial psychology, the department of psychology of the University of Michigan has made the following appointments as of September 1, 1955: Robert L. Kahn, associate professor; Floyd C. Mann and Stanley Seashore, assistant professors. These three men will continue with their research responsibilities in the Institute for Social Research but together with Professor Norman R. F. Maier will also carry the bulk of the graduate teaching and training in the field of industrial psychology. The new program has been broadened to deal with the social psychological aspects of industrial and organizational problems as well as the traditional area of personnel techniques. The program is under the direction of Floyd C. Mann.

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VA DEPARTMENT OF MEDICINE AND SURGERY  
ANNOUNCEMENTS

*Clinical Psychology Division*

Ralph W. Colvin has resigned from the staff of VA Hospital, Montrose, New York, to accept the position of Director of Research and Psychological Services, John Jacob Astor Home for Children, Rhinebeck, New York.

Richard C. Cowden, formerly of the staff of VA Hospital, Gulfport, Mississippi, has been appointed to the staff of VA Hospital, Chillicothe, Ohio.

Frederick S. Hauser has resigned from the staff of VA Hospital, Roanoke, Virginia, to join an industrial concern in New York.

Isabelle V. Kendig has left the position of Chief Clinical Psychologist, VA Hospital, Baltimore, Maryland, to accept a position with the National Institute of Mental Health, Bethesda, Maryland.

Mack Knutsen, a graduate of the VA Training Program, University of Washington, Seattle, has been appointed to the staff of VA Hospital, Togus, Maine.

Arnold D. Krugman has been designated Chief Clinical Psychologist, VA Center, Martinsburg, West Virginia.

Louis T. Lepine, a graduate of the VA Training Program, Catholic University, has been appointed to the staff of VA Hospital, Coatesville, Pennsylvania.

John A. MacGahan, a graduate of the VA Training Program, University of Chicago, and formerly of the staff of Norwich State Hospital, has been appointed to the staff of VA Outpatient Clinic, Boston, Massachusetts.

John J. Mallet, a graduate of the VA Training Program, Duke University, has been appointed to the staff of VA Hospital, Leech Farm Road, Pittsburgh, Pennsylvania.

Harry Martin has transferred from the position of Chief Clinical Psychologist, VA Hospital, Dublin, Georgia, to the Mental Hygiene Clinic staff of the VA Hospital, Oklahoma City, Oklahoma.

Anne Roe has been appointed Chief, Psychology Training Unit, VA Hospital, Montrose, New York.

Neil B. Sims has transferred from the staff of VA Hospital, Long Beach, California, to the position of Chief Clinical Psychologist, VA Hospital, Birmingham, Alabama.

Jerome L. Singer has resigned from the staff of VA Hospital, Montrose, New York.

James C. Stauffacher has transferred from the position of Chief Research Psychologist, VA Central Office, Washington, D. C., to the staff of the Psychiatric Evaluation Project, VA Mt. Alto Hospital, Washington, D. C.

Claire M. Vernier has transferred from the position of Chief Clinical Psychologist, VA Center, Martinsburg, West Virginia, to the position of Chief Psychologist, VA Hospital, Baltimore, Maryland.

James J. Whalen, a graduate of the VA Training Program, Penn State University, has been ap-

pointed to the staff of VA Hospital, Leech Farm Road, Pittsburgh, Pennsylvania.

#### *Vocational Counseling*

Harold J. Segel has accepted a position in the Vocational Counseling Service, VA Hospital at Danville, Illinois.

Helen Wadsworth has accepted a position with Vocational Counseling Service, VAH, Dearborn, Michigan.

#### *Special Announcement*

Plans announced at the APA meeting in September called for the establishment in 5 or 6 pilot hospitals of a Psychology Service, organizationally placed under the Director of Professional Services of the Hospital, and including all clinical, counseling, and social and/or other psychologists on duty; but with new appointments continuing to be made from the present Clinical and Counseling Psychology Civil Service registers. A Psychology Service of this type has now been activated in 3 hospitals: a TB hospital with a small staff, and an NP and GMS hospital with large staffs. In the latter two a new type of position has been established, designated "Coordinator," at the GS-13 level. These are staff rather than line positions, and fully professional in character. The descriptive titles being used at the present are given below; these may be modified in the future and may vary from hospital to hospital.

Baltimore, Maryland TB Hospital

Chief, Psychology Service—Claire Vernier

Assistant Chief, Psychology Service—Sol Shapiro

East Orange, New Jersey GMS Hospital

Chief, Psychology Service—Samuel B. Kutash

Coordinator for Service and Training—Henry Kavkewitz

Coordinator for Research and Program Development—

Leonard S. Abramson

Montrose, New York NP Hospital

Chief, Psychology Service—Seymour G. Klebanoff

Coordinator for Service and Training—Peter J. Napoli

Coordinator for Research and Program Development—

Jacob Cohen

**Correction.** In the October *American Psychologist* it was erroneously announced that Sol L. Warren had been appointed supervisor of chronic diseases in the Division of Vocational Rehabilitation of the New York State Education Department.

The notice should have stated that he has been moved from that position to the position of coordinator of internship training.

**APA Committee Activities.** Among the many topics discussed at the December 7–8 meeting of the *ad hoc* Committee on Convention Program Policy, some of the major ones dealt with were (a) the objectives of the APA convention program, (b) reactions to APA day, and (c) financing the annual convention. In general, the recommendations of the committee emphasized the necessity of doing everything possible to encourage maximum attendance at the convention and at the same time offer a maximum number of members the privilege of participating in the scientific, social, and professional proceedings. The committee met in the APA Central Office. Attending the meeting were Roderick H. Bare, Robert G. Bernreuter, Carl Rush, Jr., Harold Schlosberg, Goodwin Watson, Walter L. Wilkins, Richard P. Youtz, and George G. Thompson, chairman.

The APA Convention Program Committee met for two days following the meeting of the *ad hoc* Committee. This committee is now meeting twice a year; at the winter meeting general plans for the convention are made and at the spring meeting the actual scheduling of papers and symposia is completed. At the December meeting the committee prepared the "Call for Papers and Symposia," which will appear in the February *American Psychologist*.

The APA Committee on Mental Health Programs met in New York, December 15, 1955. In attendance were Joseph E. Brewer, C. H. Calhoon, Ija N. Korner (chairman), Samuel B. Kutash, Ted Landsman, and Charles R. Strother. The committee discussed, among other things, procedures to be followed in setting up working channels of communication between the APA committee on one hand and state associations and universities on the other. It was the conviction of the committee that psychologists have a responsibility to participate more actively and in many ways in the growing mental health movement.

Believing that its present title is somewhat ambiguous, the Committee on Social Controls in Professional Practice during its Washington meeting December 19–20 sought to define its objectives and to map a program of inquiry. The committee proposes to inquire into the nature of factors or



forces conducting toward high ethical standards in all of the six major areas of professional concern delineated in the code of ethics, and not merely to concern itself with "professional practice" in the narrow sense. In the light of this decision, the committee proposed also to broaden its representation by inviting several more persons to membership. Participating in the December meeting were Angus Campbell, Stanford C. Ericksen, Thomas Gordon, William F. Soskin, and James G. Miller, chairman.

An *ad hoc* Committee on American Psychological Association Awards has now been appointed. Members are Donald G. Marquis, chairman; Frank A. Geldard and David Shakow. The major duty of the committee will be to delineate the three broad areas of contribution to psychology for which the awards will be made.

The New York State Psychiatric Institute in New York City will exhibit a portion of the material held in the Freud Memorial Room of its Library. This exhibition will open on January 16 and continue through February 10. This is the first of such exhibitions which will be held by various institutions during 1956, the centenary of the birth of Sigmund Freud.

The Laboratory of Psychological Studies at Stevens Institute of Technology recently celebrated its tenth anniversary. Since its opening in 1945, more than 40,000 clients have been seen at the Laboratory. In recognition of his services and contributions, the founder and director of the Laboratory, Frederick J. Gaudet, was awarded an honorary Master of Mechanical Engineering degree by Stevens Institute of Technology.

On December 9 the Veterans Administration and the psychology departments of the Catholic University of America and the University of Maryland sponsored a program on **New Horizons in Social Psychology**. The conference emphasized the role of the social psychologist in the field of mental health.

The William Henry Perkin Centennial, commemorating the discovery of aniline dyes, was celebrated in New York City on September 10. The APA, through its representatives to the Inter-Society Color Council, participated in the observance.

The Peoria Association of Psychologists is conducting a series of seven seminars devoted to "New Developments in Personality Theory." Bruno Bettelheim and Saul Rosenzweig were the first two guest speakers. The Peoria Association of Psychologists was organized in 1953 and has a membership of 45 psychologists who reside in Peoria, Bloomington, Galesburg, and Lincoln, Illinois. Officers for this year are Sol Rosenberg, chairman, and Carl Smith and A. L. Hunsicker, steering committee. Joseph Mason was the chairman of the group for the first two years.

The fall meeting of the Society for the Scientific Study of Religion met at Harvard University and featured addresses by H. A. Murray, Clyde Kluckhohn, Talcott Parsons, and Philip Frank. Richard V. McCann of Harvard was elected president. The spring meeting will be held in New York City on April 21, on the theme, "The Ministry as a Profession." There will be room on the program for a few unsolicited papers preferably, though not necessarily, on this theme. Three copies of a 300-word abstract should be sent to the Chairman of the Planning Committee, Charles Y. Glock, Bureau of Applied Social Research, Columbia University, New York 27, before March 15.

A three-day meeting of Air Force psychologists at the National Academy of Sciences—NRC brought the comment from Harry F. Harlow, chairman, that "This is the first time in many years that people from all phases of the Air Force psychological research programs have been gathered in one meeting." Representatives of research programs in the other services also attended the meeting, which was arranged by the Academy-Research Council's Division of Anthropology and Psychology, at the request of the Air Research and Development Command. Professor Harlow is chairman of this division of the Academy and Glen Finch, secretary. Colonel Philip Mitchell of the Human Factors Division, ARDC, served as liaison with the Air Force in planning the symposium. Professor Harlow noted that "approximately 25 per cent—or one research paper in four—presented at the 1955 annual meeting of the APA was based on research sponsored by one of the armed services."

**Passport and Visa Problems Under Study.** Several scientific organizations communicated to the recent hearings of the Senate Subcommittee on

Immigration and Naturalization a belief that the present McCarran-Walter Act should be liberalized. The APA, upon the request of Senator Herbert H. Lehman, reminded the subcommittee, which is considering revision of the Act, that in 1954 the International Congress of Psychology met in Montreal, instead of New York as originally planned. The change was made because the planners of the meeting believed U. S. visa restrictions would hamper representative scientific attendance.

The Senate Subcommittee on Constitutional Rights, chaired by Senator Thomas C. Hennings (Dem., Mo.), also held hearings this winter on the question of passport restrictions. Before this committee, on behalf of the Federation of American Scientists, Geoffrey F. Chew, chairman of the FAS Passport Committee, argued for full recognition of the passport "as a right of the U. S. citizen, not merely a privilege." Chew said: "We believe that no special privilege need be accorded scientists; if due process were followed uniformly in passport procedures, we believe that the amount of interference with scientific travel would become unimportant. . . . One of the basic difficulties is that the State Department feels it is doing a favor to a citizen in granting him a passport; and quite naturally the Department is loath to do favors for people it doesn't like."

The December issue of the *Bulletin of the Atomic Scientists* has published a FAS committee report on this country's visa restrictions. The report said the situation is somewhat improved, but that U. S. visa policy is "in fundamental contradiction to the ideals of a free scientific community." The report said further, "It is high time for the U. S. to become a member of the community of western nations with regard to the exchange of visitors." Besides the psychologists, other international groups which in 1954 refused to meet in the U. S. were the International Congress on Genetics, the International Union of Crystallography, the International Botanical Congress, the International Astronomical Union, and the International Union of Geodesy and Geophysics.

Social sciences are "inching up" in the National Science Foundation, reports Malvina Lindsay in the *Washington Post*. "In the Foundation's estimated 1956 budget, . . . social sciences are allotted \$4 million more than in 1955, and \$10 million more than in 1954. Yet their total allotment represents

only three cents of the dollar, while physical sciences receive 85 cents, and the life sciences . . . 12 cents." She adds, "In 1951 when the . . . Act was passed, Congress was suspicious of social science research. The Act made research in the physical sciences mandatory, but only 'permissive' in the social sciences. However, legislators have been more and more running up against problems whose chief hope of solution seems to be in the social scientist's laboratory—the mounting crime rate, mental illness, urban decay, family maladjustments that affect national welfare."

Two associateships, one in humanities and one in mathematics, are being offered by the **Educational Testing Service** to give interested members of the teaching profession an opportunity to become familiar with test construction procedures and give members of the Test Development Division staff an opportunity to maintain contact with the problems and current practices in the schools. Associateships are for a period of two months (July 2 to August 31, 1956) and carry a stipend of \$700 and reimbursement for round-trip transportation to and from Princeton. Applications must be submitted by March 20, 1956. All inquiries should be addressed to Miss Edith Huddleston, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

A postdoctoral fellowship for advanced training in diagnostic testing is offered by the **Austen Riggs Center** beginning July 1, 1956, or possibly sooner. There will be supervision of two or three test cases per week. The patient population includes adults and children, and all varieties of neurotics, character disorders, and certain types of schizophrenics, depressives, "organic" cases, psychopaths, and mental defectives. Additional training opportunities include seminars by visiting psychologists, psychiatrists, psychoanalysts, etc., lectures and seminars on psychopathology, therapeutic technique and theory by senior members of the staff, three staff seminars a week. Those interested should write to Dr. David Shapiro, Austen Riggs Center, Inc., Stockbridge, Massachusetts.

The **Social Science Research Council** has awarded research training fellowships to Jarvis R. Bastian, Abraham H. Black, Carlfred B. Broderick, Eric H. Lenneberg, James B. MacQueen, Paul H. Mussen, and Maynard W. Shelly; first-year grad-

uate study fellowship to Clifford H. Block, Peter B. Field, Roger D. Masters, L. Elizabeth Reilly, Jane K. Reynolds, H. Laurance Ross, Marjorie J. Schaefer; undergraduate research stipends to James C. Beck, Douglas Candland, J. Robert Cohler, Jr., Barbara Feldman, Harry Fowler, Jr., Alice E. Goldsmith, Warren K. Kaplan, Eugene B. Parsons, Carolyn M. Rice, Lenore Sawyer, Harry A. Scarr, Philip Stone, III, and Robert F. Terwilliger; grants-in-aid to Walter H. Crockett and William H. Ittelson.

The following types of fellowships, grants, and other appointments for research or study will be offered in 1956 by the Social Science Research Council:

*Research Training Fellowships:* predoctoral and postdoctoral for "more advanced research training than that which is provided in the usual PhD program." All PhD requirements except the thesis must be met before tenure of fellowship may begin, but application need not be deferred until that point has been reached. *Faculty Research Fellowships:* providing half-time support for research for three-year terms. Open to college and university social science teachers, normally not over 35 years of age. *Grants-in-Aid of Research:* to aid scholars of established competence in meeting direct expenses of their own research projects. Not open to candidates for degrees. *Undergraduate Research Stipends:* open only to college juniors, for supervised research during the summer and the ensuing senior year. Some appointees will be granted first-year graduate study fellowships for the next year.

A circular describing these programs is available from the Washington Office of the Council, 726 Jackson Place, N.W., Washington 6, D. C.

The Postgraduate Center for Psychotherapy of New York announces advanced training opportunities in psychotherapy. The program is designed to train psychiatrists, clinical psychologists and psychiatric social workers to function within the framework of a medical setting. For information write to Dr. Theodora M. Abel, Postgraduate Center for Psychotherapy, Inc., 218 East 70th St., New York 21, N. Y.

The European journal of psychology, *Acta Psychologica*, is making a special drive for U. S. subscriptions. This is the official journal of the International Congress of Psychology, and the edi-

tor is H. C. G. Duijker, of Amsterdam, with assistants and national editors for several countries. A volume of 500 pages is published annually. The reduced subscription price is \$5.00 a year to APA members.

The APA Central Office is seeking to build up a file of photographs of psychologists and representatives of psychology. For books, magazine, and newspaper use current photographs would be immediately useful, and for historical interest it is felt APA should gather photographs of outstanding persons and events in the past. Please send photographs or suggestions to Public Information Office, APA headquarters.

**Postdoctoral Training?** Would you like to have some postdoctoral training if the opportunity were available? The Committee on Postdoctoral Education of the APA's E and T Board is seeking an indication of the amount and kind of interest in such training. This is not a systematic survey but rather an exploration of the problem. It is hoped that those with a personal desire for postdoctoral training will take advantage of this chance to make their needs known.

It will be easier for the Committee if the following outline is used:

I. I am most interested in training in (a) a substantive field; (b) a professional specialty; (c) research methodology; (d) other (specify).

II. The specific subject matter in which I am most interested in receiving training is ———.

I am also interested in opportunities for training in ———.

III. This training would be, for me, (a) a refresher course; (b) training in a new area.

IV. I would prefer to obtain this training (a) in an intensive period of ——— (1, 2, 4, 16, 18, etc.) weeks; (b) in weekly evening sessions; (c) in weekly Saturday sessions; (d) in some other plan (specify, internship, etc.)

V. Finances. (a) I or my employer would pay my expenses (including tuition if any); (b) I would need financial assistance from other sources.

VI. The year in which I received my doctoral degree was —.

VII. I am now engaged primarily in: (a) teaching; (b) research; (c) professional practice; (d) a combination of these (specify indicating your major activity).

Remarks (concerning the above or other points):

Please sign your name. Replies should be sent within four weeks to the chairman of the Committee: Dr. Donald W. Fiske, Department of Psychology, University of Chicago, Chicago 37, Illinois.



# Convention Calendar

**American Psychological Association:** August 30–September 5, 1956; Chicago, Illinois

*For information write to:*

Dr. Fillmore H. Sanford  
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**New York State Psychological Association:** January 27–29, 1956; New York City

*For information write to:*

Dr. Leonard S. Kogan  
105 East 22nd Street  
New York 10, N. Y.

**Ontario Psychological Association:** February 3–4, 1956; Kingston, Ontario, Canada

*For information write to:*

Dr. J. M. Blackburn  
Department of Psychology  
Queen's University  
Kingston, Ontario, Canada

**American Orthopsychiatric Association:** March 15–17, 1956; New York City

*For information write to:*

Dr. Marion L. Langer  
American Orthopsychiatric Association  
1790 Broadway  
New York 19, New York

**Southwestern Psychological Association:** March 22–24, 1956; Dallas, Texas

*For information write to:*

Dr. Ernestine B. Bowen  
Division of Mental Health  
State Health Department  
Austin, Texas

**Eastern Psychological Association:** March 23–24, 1956; Atlantic City, New Jersey

*For information write to:*

Dr. Gorham Lane  
Department of Psychology  
University of Delaware  
Newark, Delaware

**American Psychosomatic Society:** March 24–25, 1956; Boston, Massachusetts

*For information write to:*

Miss Joan K. Erpf  
American Psychosomatic Society  
551 Madison Avenue  
New York, N. Y.

**American Personnel and Guidance Association:** March 25–29, 1956; Washington, D. C.

*For information write to:*

Mr. Arthur A. Hitchcock  
American Personnel and Guidance Association  
1534 "O" Street N.W.  
Washington 5, D. C.

**Southern Society for Philosophy and Psychology:** March 29–31, 1956; Asheville, North Carolina

*For information write to:*

Dr. Joseph E. Moore  
Department of Psychology  
Georgia Institute of Technology  
Atlanta, Georgia

**Western Psychological Association:** March 29–31, 1956; Berkeley, California

*For information write to:*

Dr. Leona E. Tyler  
Department of Psychology  
University of Oregon  
Eugene, Oregon

**Southeastern Psychological Association:** April 29–May 1, 1956; Atlanta, Georgia

*For information write to:*

Dr. M. C. Langhorne  
P. O. Box 2  
Emory University, Georgia

**Midwestern Psychological Association:** May 3–5, 1956; St. Louis, Missouri

*For information write to:*

Dr. Donald W. Fiske  
5728 South Ellis Avenue  
Chicago 37, Illinois

**Rocky Mountain Branch of the APA:** June 11–13, 1956; Grand Teton National Park, Wyoming

*For information write to:*

Dr. Wilson J. Walthall, Jr.  
Department of Psychology  
University of Wyoming  
Laramie, Wyoming

## Advance Notice of Deadlines for Submission of Papers for 1956 APA Convention

All APA members intending to participate in the 1956 Convention should begin their planning *now*. Suggestions for symposia should be in the hands of divisional program chairmen by **March 15**; abstracts, manuscripts, final symposium details, etc. must be in the hands of program chairmen by **April 16**. The "Call for Papers and Symposia," which gives detailed information and instructions for submission of papers and symposia, will appear in the February *American Psychologist*. The list of divisional program chairmen will also appear in that issue.

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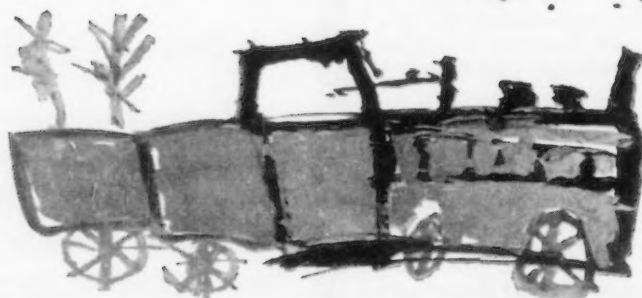
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